DOCUMENT RESUME

ED 210 234 SO 013 750

AUTHOR Singleton, Laurel R., Ed.
TITLE Data Book of Social Studies Materials and Resources, Volume 7.
INSTITUTION ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
SPONS AGENCY National Inst. of Education (ED), Washington, D.C.
REPORT NO ISBN-0-89994-264-4
PUB DATE 82
CONTRACT 400-78-0006
NOTE 177p.; For a related document, see ED 196 790.
AVAILABLE FROM Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($10.00).

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS *Content Analysis; Elementary Secondary Education; *Instructional Materials; Media Selection; Nonprint Media; Resource Materials; *Social Studies; Supplementary Reading Materials; Textbook Content; Textbook Evaluation; Textbooks; Textbook Selection

ABSTRACT

This publication contains analyses of elementary and secondary social studies textbooks, supplementary classroom materials, and teacher resource materials. The purpose of the publication is to provide analyses of curriculum materials which will allow K-12 school teachers, administrators, curriculum coordinators, and college methods teachers to select materials which are appropriate to their students, schools, and community. The kind of information provided in each analysis includes purpose, intended users and uses, content, and teaching methods. Some evaluative information is also included. The analyses of curriculum materials are divided into sections by grade level. The first major section of the book describes elementary textbooks and multimedia or supplementary materials. The second major section of the book is devoted to the secondary (7-12) curriculum. Textbooks are analyzed along with filmstrips and other supplementary materials. The third section includes short analyses of teacher resource materials, most of which provide practical suggestions and ideas for classroom teachers. The fourth section contains abstracts of ERIC documents. There are several indexes to the publication--author/editor/developer, grade level, publisher, and subject area. The publication concludes with a list of publishers' addresses. (Author/RM)

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ED210234

DATA BOOK OF SOCIAL STUDIES MATERIALS AND RESOURCES

Volume 7

Edited by Laurel R. Singleton

SP013750

Social Science Education Consortium, Inc.
ERIC Clearinghouse for Social Studies/Social Science Education
Boulder, Colorado
1982

ORDERING INFORMATION

This publication is available from:

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

ISBN 0-89994-264-4

Price: $10.00

This publication was prepared with funding from the National Institute of Education, U.S. Department of Education, under contract no. 400-78-0006. The opinions expressed do not necessarily reflect the positions or policies of NIE or ED.

CONTENTS

Acknowledgments iv

Introduction 1

Using the Data Book 5

Analyses of Elementary Curriculum Materials

Textbooks 13
Supplementary Materials 29

Analyses of Secondary Curriculum Materials

Textbooks 47
Supplementary Materials 89

Analyses of Teacher Resource Materials 127

Analyses of ERIC Documents 153

Indexes

Author/Editor/Developer Index 175
Grade-Level Index 177
Publisher Index 178
Subject-Area Index 180

List of Publishers' Addresses 181

ACKNOWLEDGMENTS

We would particularly like to express our thanks to the following staff members and friends of the SSEC who wrote curriculum analyses for this book:

Diana Beer
Greg Birchall
James E. Davis
Sharryl Davis-Hawke
G. Dale Greenawald
Frances Haley
Carol H. Krismann
Regina McCormick
Sydney J. Meredith
Sheryl B. Robinson
Theodore R. Singleton, Jr.
Douglas P. Superka
Mary Jane Turner
Ann M. Williams

A very special thanks is due Sally Groft, whose patience and professionalism in typing this book made the editorial task much easier.

Laurel R. Singleton

INTRODUCTION

School personnel selecting social studies programs for use in their classrooms are faced with a wide array of materials from which to choose. Each year, publishers add new titles to the already almost-overwhelming number of social studies materials and resources available. Thus, selection decisions become increasingly complex, and the questions facing selectors more numerous.

What materials are available? What do they cost? How long does it take to use them? For whom are they written? Can my students use them? What did the authors have in mind when they wrote them? What is the content? Do I need special training to use them effectively? What methods should I use in teaching--lecture? discussion? independent study? guided discovery? problem solving? Are the materials effective? Has anyone evaluated them to see if students like them and learn when using them? These are the questions which are answered--to the extent that reliable information is available--in the Data Book of Social Studies Materials and Resources (formerly the Social Studies Curriculum Materials Data Book).

Our objective is to provide analyses of curriculum materials which will allow elementary and secondary school teachers, administrators, curriculum coordinators, and college methods teachers to select materials which are appropriate to their students, school, and community on the basis of grade level, discipline, underlying philosophy, goals, strategies, structure, content, innovativeness, and merit.

Development of the Data Book

The Data Book project represents a lengthy and intense effort on the part of individual staff members of the Social Science Education Consortium, Inc. (SSEC). Irving Morrissett and W. W. Stevens, Jr. recognized the critical need for analysis of curriculum materials, particularly in view of the vast numbers of materials becoming available as a result of federal funding of curriculum development projects. In 1967 they developed the Curriculum Materials Analysis System (CMAS)--an analytical instrument devised for examination and evaluation of curriculum materials. Morrissett and Stevens also recognized the need for a concise compilation of information based on the CMAS. With financial support from the National Science Foundation, they worked with the SSEC staff to organize the Data Book project. The Data Book was first published in 1971 in one loose-leaf volume. From 1971 through 1978 the SSEC annually published two supplements to the Data Book. Each supplement consisted of approximately 40 analyses of K-12 social studies materials to be incorporated into the loose-leaf binders. By March 1978 the Data Book had grown to three volumes and contained five categories of materials: project materials (funded curriculum development project materials), textbooks, games and simulations, supplementary materials, and teacher resource materials.

As the cost of the three volumes was becoming formidable to potential users, the decision was made to produce an annual, paperbound ver-

sion of the Data Book. The paperbound version will give periodical updates to the previous volumes. This fourth annual volume is funded as an Information Analysis Product of the ERIC Clearinghouse for Social Studies/Social Science Education, whose contract is held by the SSEC.

Organization of the Data Book

Analyses of curriculum materials in the Data Book are divided into sections by grade level. Thus, the first major section of the book contains 14 two-page analyses of elementary (K-6) social studies materials, arranged in two categories. "Textbooks" contains 7 analyses of commercially developed or federally funded textbooks or textbook series. "Supplementary Materials" contains 7 analyses. Many of the materials in this category are based on sound filmstrips, audiocassettes, simulation, or a multimedia approach to teaching. The second major section of the book is devoted to secondary (7-12) curriculum materials; 20 analyses of textbooks are presented, along with 18 analyses of supplementary materials. Materials appropriate for both elementary and secondary students appear in the elementary section and are cross-referenced in the secondary section.

The third section of the Data Book includes 21 short analyses of teacher resource materials. Each analysis summarizes the purpose, intended users and uses, and contents of the subject book. Most of the books described provide practical suggestions and ideas for classroom teachers.

Twenty-four social studies curriculum guides or units, identified through the ERIC system, are described in the fourth section. The abstracts published here are adapted from those published in Resources in Education (RIE).

All entries are numbered consecutively throughout the Data Book. Each entry is indexed in the back of the book by author/editor/developer, grade level, publisher, and subject area.

Selection of Materials

Materials analyzed in the Data Book must be intended for students or educators in grades K-12 and must fit into one of the following categories: textbooks, supplementary curriculum materials, teacher resource materials, and ERIC documents. The materials must be available through commercial or easily accessible outlets, and SSEC staff analysts must have access to the essential components of each set of materials.

For a number of years, an attempt was made to analyze all new elementary series but only selected secondary texts. Comments from users have caused us to move toward inclusion of all secondary texts as well, subject to space and availability limitations. Revised editions of secondary texts are generally included only if the revisions are major or if previous editions were not analyzed in the Data Book.

In the supplementary materials category, only a portion of the many new materials published each year can be included in the Data Book. As a general rule, we select materials that represent a cross section of subject areas, types of materials, teaching strategies, and publishers. When possible, we seek to include materials that use innovative approaches to teaching and learning. The Data Book does not include analyses of films unless they are part of a larger curriculum package. Similarly, single filmstrip/cassette programs are not included unless they are part of a larger package.

Materials selected for analysis in the teacher resource section must have some practical classroom application. This criterion also applies to documents selected from the ERIC system, most of which are curriculum guides or short units.

USING THE DATA BOOK

The Data Book is not intended to be used as a catalog from which materials are ordered. Rather than basing decisions solely on the Data Book analyses, we encourage users to screen materials of interest using the analyses and then write for review copies of materials which meet their preliminary criteria for selection.

Analyses of Curriculum Materials

The sections of the Data Book presenting analyses of elementary and secondary materials are organized in the same way. Analyses of textbooks--arranged in alphabetical order by title--are followed by analyses of supplementary materials. The supplementary materials are further subdivided into print materials, multimedia materials, and games and simulations. Within each of these subcategories of materials, the analyses are presented in alphabetical order by title. Each analysis includes the following:

1. A heading listing the authors or developers, the publisher, the publication date, the publisher's suggested grade level, a description of the materials and their cost, and the subject area. A complete list of publishers' addresses is provided at the end of this book. If a set of materials is available from someone other than the publisher, that source is listed in the heading of the data sheet. Price information presented is as current as deadline demands permit; however, in today's volatile economy, prices may well have changed and the publisher should be contacted for the current prices.

2. An overview of the most significant features of the materials.

3. Information about the required or suggested time necessary to use the materials.

4. A description of the intended user characteristics, including both students and teachers. If the analyst feels that a set of materials is appropriate for grade levels other than those suggested by the publisher, this information will be provided here.

5. An explanation of the rationale and general objectives of the materials.

6. A description of the content, including basic concepts, generalizations, trends, and themes presented in the materials.

7. An explanation of the primary teaching and/or gaming procedures.

8. Information related to any evaluation of the materials prior to publication, along with the analyst's comments and suggestions.

Analyses of Teacher Resource Materials

The analyses of books for teachers are arranged alphabetically by title. Each analysis includes a heading listing the authors or developers, publisher, publication date, grade level, a description of the materials and cost, and the subject area. The analysis describes the purpose of the publication, ways it can be used, and the content.

Analyses of ERIC Documents

The abstracts of curriculum guides or units available through the ERIC system are arranged alphabetically by title. For each, the ED number is included, as are author/developer information, the date of the document, ordering information, grade level, and subject area.

To order microfiche (MF) copies of any ERIC document, write to the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210. Paper copies (PC) of some ERIC documents may also be ordered from EDRS. When paper copies are not available from EDRS, the ordering source is given with the citation.

When ordering from EDRS, be sure to list the ED number, specify either MF or PC, and enclose a check or money order. Add postage to the MF or PC price at the rate of $1.40 for up to 75 microfiche or paper copy pages. Add $0.36 for each additional 75 microfiche or pages. One microfiche contains up to 96 document pages.

Approximately 600 libraries throughout the United States subscribe to ERIC. If there is an ERIC microfiche collection at a nearby university library or school resource and service center, you might prefer to look over specific documents there before ordering.

Indexes

The curriculum materials analyses, teacher resource descriptions, and ERIC documents are numbered consecutively throughout the Data Book. These entry numbers are used in the indexes at the back of the book, which cross-reference all materials according to author/developer/editor, grade level, publisher, and subject area.

A Word About the Fry Graph for Estimating Readability

For textbooks and supplementary books analyzed in the Data Book, we generally report a reading level based on an analysis using the Fry Graph for Estimating Readability (see page 7). The reported reading level is an average of the reading levels of six randomly selected passages throughout the book. For example, the passages in one eighth-

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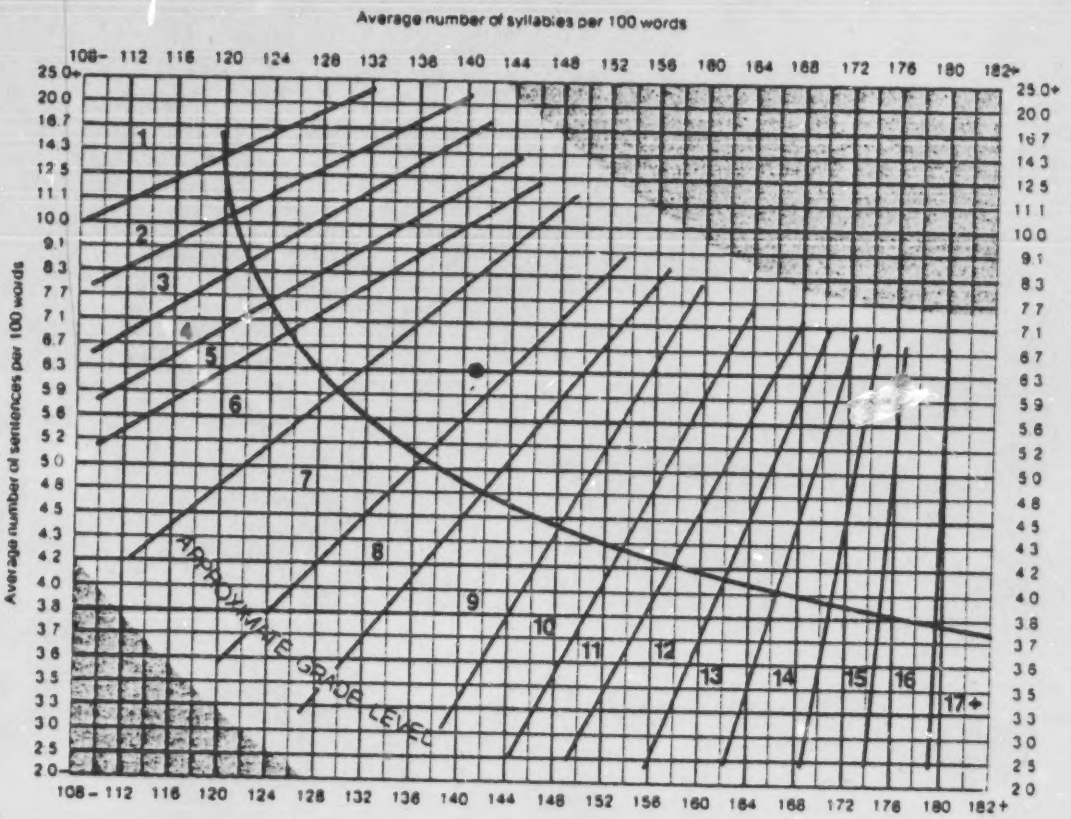
GRAPH FOR ESTIMATING READABILITY—EXTENDED

by Edward Fry, Rutgers University Reading Center, New Brunswick, N.J. 08904



Expanded Directions for Working Readability Graph

1. Randomly select three (3) sample passages and count out exactly 100 words each, beginning with the beginning of a sentence. Do count proper nouns, initializations, and numerals.
2. Count the number of sentences in the hundred words, estimating length of the fraction of the last sentence to the nearest one-tenth.
3. Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word, then when you get to the end of the passage, count the number of marks and add 100. Small calculators can also be used as counters by pushing numeral 1, then push the + sign for each word or syllable when counting.
4. Enter graph with *average* sentence length and *average* number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.
5. If a great deal of variability is found in syllable count or sentence count, putting more samples into the average is desirable.
6. A word is defined as a group of symbols with a space on either side: thus, *Joe, IRA, 1945,* and & are each one word.
7. A syllable is defined as a phonetic syllable. Generally, there are as many syllables as vowel sounds. For example, *stopped* is one syllable and *wanted* is two syllables. When counting syllables for numerals and initializations, count one syllable for each symbol. For example, *1945* is four syllables, *IRA* is three syllables, and & is one syllable.

Note: This "extended graph" does not outmode or render the earlier (1968) version inoperative or inaccurate; it is an extension. (REPRODUCTION PERMITTED—NO COPYRIGHT)

grade text may range from fifth to eleventh grade and another eighth-grade text may contain sample passages only ranging from seventh to ninth grade. Yet, based on the Fry graph, both have an average reading level of eighth grade.

Readers may also notice that the publisher reports one grade level, while we report a different grade level. This can easily happen, depending on the passages selected and the reading scale used. (Many publishers prefer the Dale-Chall scale to the Fry graph.)

We have elected to use the Fry graph primarily because it is relatively easy to use and has proven to be about as accurate as the other reading scales. However, we do have the following reservations about the Fry graph: (1) The average reading level of a particular book can be quite different if different sets of passages are used. For this reason, we use six passages instead of the required three. (2) The Fry graph does not take into account familiar long words used over and over in a passage, such as "government," "environment," or "America." (3) No special provisions are made for proper names. (4) The Fry scale does not take into consideration teaching reading in context; for example, use of phonetic respellings or definitions of a word within a sentence in the passage. For these reasons, we strongly urge you not to select or eliminate any book you are considering based on the Fry reading analysis alone. We include this reading analysis simply to give you an idea of the average reading level of the text. It should not be relied upon as the sole basis for selection or nonselection.

SSEC staff conducted an ERIC search on the Fry graph. Research related to reading level variation within a single textbook and how that variation affects the validity of the Fry formula has been rather limited.

Stokes's work with six readability formulas (see "The Reliability of Readability Formulae," Journal of Research in Reading, volume 1, 1978, pp 21-34) indicates that while the six correlated highly when applied to a number of books, for any particular book the formulas might give readability levels differing by nearly five grade levels. Scores given by one formula for a large number of passages from one book were found to vary by as much as seven grade levels. Stokes concluded that reading formulas are generally reliable when applied to finding an average readability level for a number of books but do not give a dependable readability level for any single book.

John M. Bradley and his associates also found wide variability in the reading level found for any particular text (see "Intrabook Readability: Variations Within History Textbooks," Social Education, volume 44, number 6, October 1980, pp 524-528). The researchers applied the Fry graph in studying the readability of eight junior high school U.S. history texts. Text sections covering specific topics were selected; the topics were picked so that passages from the beginning, middle, and end of each text would be analyzed. Variation in readability across topics in individual books was revealed; in certain cases this variation was substantial. In three of the texts readability was not found to

progress in difficulty; i.e., it did not assume learning over the year. There were also differences within topic sections of a book and across publishers. The authors concluded that considerable variability does exist within individual texts. They did not comment upon the possibility that this variability might in part be attributable to the Fry graph or upon the effects of variability on the reliability of the Fry test.

One study, "An Application of Romey's Involvement Index and a Standard Reading Formula to Representative 'Modern' and 'Traditional' Science Textbooks for Grades 7-10," by Richard K. Fletcher, Jr. (ED 103 276), indicated "a considerable range of readability level within some textbooks as well as from one text to another." The study concluded that the "effects of such variation on comprehension would be of interest and could be of sufficient concern to cast doubt on the blind adherence to readability formulas as screening devices for textbook selection."

In our own study of the Fry Graph for Estimating Readability, we generally found that the more samples taken from a text, the greater variability in the reading level of the samples. Using 16 sets of textbooks we took ten 100-word samples from each. Counting only the first three samples taken, seven of the texts showed a variation of three grade levels or less. Only two texts showed a variation of nine or more grade levels. When we used the first five samples taken, only three texts showed a variation of three grade levels or less and five texts showed a variation of nine or more grade levels. Using all ten samples, only one text showed a variation of three grade levels or less, while six showed variations of nine or more grade levels. We believe this great variability reflects, in unknown proportions, actual variability in reading level in the texts plus variability attributable to the Fry test.

A number of authors have suggested revising readability formulas to make them more effective and/or accurate. Suggested revisions have included adjusting formulas to account for vocabulary instruction, considering the functions texts are intended to serve in the classroom, and considering "learnability" factors as well as "understandability" (see for example, Timothy C. Standal, "How to Use Readability Formulas More Effectively," Social Education, volume 45, number 3, March 1981, pp 183-186; Robert J. Tierney and others, Some Classroom Applications of Text Analysis: Toward Improving Text Selection and Use, Reading Education Report No. 17, 1980, ED 192 251; and Judith Westphal Irwin and Carol A. Davis, "Assessing Readability: The Checklist Approach," Journal of Reading, volume 24, number 2, November 1980, pp 124-130).

Similarly, numerous other authors have stressed the importance of considering such factors as student interest, motivation, and prior experience; linguistic difficulty not reflected in standard readability formulas (i.e., short words that are difficult, familiar words that are used in an unusual way, or difficult stylistic variations in sentence structure); context; and conceptual load (see, for example, Katharine Perera, "The Assessment of Linguistic Difficulty in Reading Material,"

Educational Review, volume 32, number 2, June 1980, pp 151-161; and Joan Nelson, "Readability: Some Cautions for the Content Area Teacher," Journal of Reading, volume 21, number 7, April 1978, pp 620-625).

We therefore feel that available research supports our belief that textbook selection or nonselection should not rest on reported readability levels alone.

ANALYSES OF ELEMENTARY CURRICULUM MATERIALS

TEXTBOOKS

Entry No.	Title	Page No.
1	Concepts and Understanding	15
2	Economy Social Studies	17
3	Journey Through Many Lands, A and Journeys Through the Americas	19
4	Law in Action Series	21
5	Scholastic Social Studies	23
6	Understanding the Social Sciences Program	25
7	World and Its People, The	27

1. CONCEPTS AND UNDERSTANDING

Developers:	Social Science Staff of the Educational Research Council of America
Publisher:	Allyn and Bacon, Inc.
Publication Date:	1982
Grade Level:	Early education-6
Materials and Cost:	6 texts (1-6), hardbound, 124 to 488 pp, $6.96 to $11.88; 6 teachers' editions, hardbound, 291 to 803 pp, $9.96 to $14.25 (supplementary materials include worksheets on duplicating masters for all grades and tests on black-line masters for grades 2-6); early childhood materials, in preparation
Subject Area:	Interdisciplinary social studies

Overview

The origins of the Concepts and Understanding program are in a 1960s "new social studies" project developed by the Educational Research Council. The program was subsequently published by Allyn and Bacon under the title Concepts and Inquiry. This 1982 program retains much of the philosophy and some of the subject matter of the original program, but is totally new in format and in most of its text. Comprised of hardcover textbooks for grades 1-6 and a set of materials for the early childhood level, the program seeks to teach core knowledge from the social science disciplines while also developing students' problem-solving skills. The program still emphasizes teaching strategies which engage students in hands-on, creative, and higher-level thinking experiences.

Required or Suggested Time

A textbook sufficient for a year's instruction is provided for each grade level, 1-6. Texts are divided into chapters, with the approximate number of weeks or class periods needed to complete each chapter indicated in the teachers' editions. Because the teachers' editions include many activity suggestions, the time devoted to social studies could be expanded.

Intended User Characteristics

To maximize the effectiveness of this series, the teacher must favor an activity-oriented, interactive classroom. Although special inservice training is not required, the teacher should become familiar with the format of the teacher's edition and with the necessity to make choices among activities before beginning to teach the program.

Aimed at "typical students," the texts are sensitive to equity questions in their presentations of ethnic persons, males and females, the disabled, and older persons. Visual representations of families are almost exclusively of two-parent families. According to the publisher, the grade 1-4 texts are at or below grade level in readability according to the Spache formula, while the grade 5 and 6 texts have readability levels in the 5th-6th grade range according to the Dale-Chall formula. In addition, the teachers' editions address instructional strategies for improving students' reading. Fry assessments of readability showed the grade 3 book to have a high fourth-grade reading level and grade 5 to have a high sixth-grade level. In each case, readability was affected by a large number of social science terms, which were adequately explained in the text. Student understanding is thus likely to be high.

Data sheet by Sharryl Davis-Hawke.

Rationale and General Objectives

Concepts and Understanding is based on seven principles: (1) there is a body of knowledge in social science that all citizens should be acquainted with, (2) that body of knowledge is classified in certain disciplines, (3) the most important aspects of disciplines are conceptual, (4) the conceptual learning approach must be used in conjunction with problem-solving skills, (5) programs must be sequential and cumulative, (6) social science must be concerned with values and be culturally relative, and (7) the special contribution of social science education is to help students learn to make objective, prudent judgments. Skills are developed in four categories: communication, organizing, problem-solving, and miscellaneous practical skills.

Content

Unlike its predecessor, this edition generally follows an expanding environments arrangement. Grade 1, Our Land and Our People, gives attention to the study of families, school, and community. A special study of Washington, D.C. introduces political science and patriotic content. History is also introduced in a section on explorers and early immigrants. Learning About Communities, the grade 2 text, focuses on neighborhoods and local communities. Students are encouraged to apply their learning to their own community. Grade 3, The Metropolitan Community, explores in more depth the various aspects of a community, with particular attention to metropolitan areas.

In grade 4, students study regions of the world; the study is organized around four cultures--a southeast Asian culture, Western cultures, an African culture (Kenya), and a Latin American culture (Venezuela). The natural environment, people, history, and modern lifestyle of each culture are explored. Grade 5 presents a largely political/military history of the United States from first Americans to 1980, although modern history (1945 to 1980) is covered in only one chapter. The sixth-grade text, The Growth of Civilization, presents a brief review of ancient history, followed by an examination of environments and historic civilizations in various areas of the world. Each text begins with one or more chapters devoted to geographical concepts and skills.

The program's early childhood program was not available for review.

Teaching Procedures

The teaching strategies for Concepts and Understanding are contained in a set of pages preceding the reproduced student text pages in the teachers' editions. The teacher's materials include a wide variety of activity suggestions which involve students in varied hands-on, research, and creative projects. The following format is suggested for each lesson: start the lesson with the suggested introductory activity, introduce the topic and objectives for the lesson, discuss vocabulary, establish the purpose for reading the text, do the text questions and problem-solving activities, use visual aids, stress the lesson's concepts and skills, generate discussions, engage students in supplementary activities, close the chapter with review and student choice of additional activities.

Throughout the student material, questions and activity directions are interspersed. These directions are coded as to their purpose--factual review, further elaboration, or extra research. Chapters end with more activity suggestions.

Evaluative Comments and Suggestions

A major characteristic of this program is the many activity suggestions. Teachers who like engaging students in a variety of experiences will therefore welcome the program. In addition, the concepts and skills in the program are sequentially developed. Teachers using the materials out of sequence or at a single grade level must be particularly attentive to how well students are understanding concepts and mastering skills.

2. ECONOMY SOCIAL STUDIES

Author:	Carl E. Schomburg
Publisher:	The Economy Co.
Publication Date:	1982
Grade Level:	1-6
Materials and Cost:	6 texts, hardbound, 152 to 481 pp, $6.24 to $10.98; 6 teachers' editions, hardbound, 199 to 529 pp, $9.00 to $13.80; tests (2-6), duplicating masters, $9.30 per grade level
Subject Area:	Interdisciplinary social studies

Overview

Economy Social Studies is the first social studies series offered by the Economy Company. However, the program is a revision of a 1980 program published by Bowmar/Noble. The program includes textbooks for grades 1-6, teachers' editions at each grade level, and tests on duplicating masters for grades 2-6. The content of the series is based on the expanding environments approach, with emphasis on factual learning and skill development. The primary changes in the student texts for this edition include: a new author, new introductory sections in grades 3-6 which focus on map and globe skill development, and chart material added at the back of texts. Some revisions have been made in the narrative of the student texts, the most notable being a completely new first unit in grade 4; dated photos have been replaced. The major revision in the program, however, has been in the teacher materials. Instructional directions have been almost completely rewritten at all the grade levels, and unit tests are now reproduced (with answers) at the back of the teachers' editions.

Required or Suggested Time

Each text in this series is intended to provide one full year's work. The number of units in the texts ranges from eight to ten, with units subdivided into lessons. Most lessons at lower grade levels could probably be completed in one or two days. At upper grade levels, lessons generally require two or more days to complete.

Intended User Characteristics

This series is designed for "typical" elementary students in "typical" heterogeneous classrooms. The texts reflect a multiethnic society and generally avoid sex stereotyping.

The series developers state that "careful readability controls assure appropriate readabilities at each grade level." However, applying the Fry readability formula, this analyst found the third- and fifth-grade texts to be more than a level above their designated grade level in readability. Activities to develop and strengthen reading skills are included throughout the series. The respellings and definitions in margins should also assist students.

The teachers' editions of the series are complete and easily understood. No inservice training would be required.

Rationale and General Objectives

The introductory teacher's material does not spell out an underlying rationale. The primary objective of the program seems to be to motivate students to expand their horizons by providing information and practice in the skills associated with the social

Data sheet by Sharryl Davis-Hawke.

sciences--particularly history, geography, economics, and political science. The introductory information states that the program emphasizes skill development in these areas: citizenship, map and globe, social studies concepts, content reading, thinking, and vocabulary. Content objectives, thinking skills, and map and globe skills are listed in the teacher's material for each lesson. Citizenship and reading skills are outlined by unit. Lesson objectives seldom include valuing or affective objectives, but some objectives of this nature are included in the unit objectives.

Content

The content presented follows the expanding environments arrangement. The grade 1 text, You and Your Family, introduces the concept of family and encourages students to examine their self-perceptions within the context of their family. Geography skills and historical perspective are also included. Groups and Communities, the grade 2 text, explores natural resources, tools and work, and human groups. The concept of "community" is introduced by looking at the historical development of U.S. cities. In the grade 3 text, Cities and Suburbs, students examine communities around the world, focusing on such dimensions as transportation, government, and people patterns.

Drawing primarily from geographic concepts, the grade 4 text, People and the Land, focuses on eight world geographic/cultural areas. The emphases are terrain, products, people, and historical development. Many Americans--One Nation, the grade 5 text, offers a traditional survey of U.S. history. Grade 6, People and Culture, examines seven cultural areas of the world. For each, a modified case study of a particular group of people or of a political-economic concept is included.

A special introductory section has been added to the texts for grades 3-6. These sections focus on map and globe skills, with particular attention to the use of thematic maps. Charts of social science data (e.g., population facts) have also been added.

Teaching Procedures

The major revision in this edition is in the teaching directions. Although the instructional material is in the same format--oversized teachers' editions containing information in margins on each side of reproduced student pages--nearly all directions have been rewritten. Major changes include a revised, consistent teaching plan for each lesson, more answers to discussion questions, and more class activity suggestions. Each lesson's instructional information begins with a listing of content generalizations, thinking skills, and new vocabulary words. Materials needed are then listed. The instructional procedure for each lesson is divided into lesson introduction, lesson development, and lesson conclusion. Introductory material for each unit adds further information about the learning objectives for the entire unit, suggestions for developing reading and vocabulary skills, and strategies for introducing the unit. Annotations in margins of the reproduced student pages indicate what social science discipline is being addressed in the narrative.

Student pages in the upper-grade texts include questions for students to answer or think about; each lesson concludes with a set of questions including both recall and enrichment kinds of questions. The end-of-unit activities in the Bowmar/Noble series have been replaced with unit reviews.

Evaluative Comments and Suggestions

Teachers currently using the 1980 Bowmar/Noble Social Studies program would have little difficulty combining older texts with the new Economy series. Older texts would not include the new map and globe sections or the few new pictures and text changes, to which students would need to be alerted. The new map skill sections substantially increase the amount of geography learning in the program. Updated photos and the revised teacher directions make this series more current and easier to use.

3. JOURNEY THROUGH MANY LANDS, A and JOURNEYS THROUGH THE AMERICAS

Authors:	Harold D. Drummond and James W. Hughes
Publisher:	Allyn and Bacon, Inc.
Publication Date:	1981
Grade Level:	5-6
Materials and Cost:	2 texts, hardbound, 320 pp and 512 pp, $11.19 and $11.40; teacher's editions, hardbound, 396 pp and 588 pp, $12.00 each; workbooks, in preparation, $3.72 and $3.84; teachers' editions of workbooks, in preparation, $3.72 and $3.84
Subject Area:	Geography

Overview

These basic geography texts for students in the intermediate grades are two of the four books in the Our World Today Series. (The other two books in the series, The Western Hemisphere (1978) and The Eastern Hemisphere (1980), were designed for slightly older students. The Eastern Hemisphere was reviewed in volume 6 of the Data Book.) In addition to geographic facts, skills, and concepts, ideas and generalizations from other social science disciplines are infused into the content of the student texts. The teachers' editions provide suggestions for introducing and presenting the lessons; lists of concepts, skills, and objectives for each unit and lesson; and answers to questions in the student texts. The learning activities follow the traditional pattern of read/discuss/recall/review, although some alternative strategies are presented. Student and teacher editions of accompanying workbooks were in preparation when this data sheet was written.

Required or Suggested Time

The publisher does not explicitly state how much time would be required to use either the entire textbooks or individual lessons. However, each text appears to provide enough material for a full year of course work.

Intended User Characteristics

Both texts are designed for the intermediate grades. Although sequence and grade levels are not specified, the introduction to the teachers' editions states that Journeys Through the Americas builds on concepts introduced in A Journey Through Many Lands. Reading levels are not indicated, although the publisher explains that vocabulary and sentence length were controlled according to the guidelines of the Dale-Chall formula. On the basis of the Fry scale, A Journey Through Many Lands has an average reading level of grade 5; Journeys Through the Americas tests out at grade 7.

Rationale and General Objectives

According to the publisher, both texts are designed to offer "a systematic geographical approach to social education" and to introduce "those concepts and skills needed for effective living in a modern society." A Journey Through Many Lands is intended to help students "understand the general nature of the planet on which we live" and learn that "where people live determines, in part, how [they] live." Journeys Through the Americas presents students with "a specialized and detailed knowledge of the Western Hemisphere, especially the United States," with

Data sheet by Ann M. Williams.

emphasis on "how people in certain areas of the Americas have modified their physical environment." In both texts, content has been deliberately chosen "to stimulate the pupils to compare and contrast their immediate geographical environment" with environments in other regions and cultures.

Content

A Journey Through Many Lands is organized into nine units and 26 chapters. The first and last units provide general overviews; each of the other units is devoted to one of the seven continents, with the Middle East treated as a separate entity and Australia and Antarctica combined. Rather than dealing with all the world's countries, the authors have selected two or three nations or regions from each continent to provide a representative and varied picture of world nations.

Journeys Through the Americas is structured around six units: "The Americas," "The United States," "The Eastern United States," "The Western United States," "Canada," and "Latin America." Each of the 24 chapters in the text is focused on a geographical area within one of these regions. In the chapters on the United States and Canada, a few paragraphs are devoted to each state and province. The unit on Latin America includes two chapters on Mexico, one on the West Indies, one on Central America, and one entitled "Highlights of South America."

Both texts are colorfully illustrated. Photographs of people reflect racial and ethnic balance; those which depict people working at various occupations suggest that the authors actively sought to avoid sex-role stereotyping.

Teaching Procedures

The teacher's edition of each text contains a replica of the student book in addition to a 75-page introductory section explaining how to use the text and suggesting teaching procedures for each unit and chapter.

Each unit in the student texts is introduced by photographs and questions designed to motivate interest. A series of "Do You Know?" questions test students' existing knowledge of the history, geography, and culture of the region about to be studied. Also included in each unit introduction are suggestions for optional projects and extending activities. Within each chapter, the narrative is augmented by "Remember, Think, Do" questions designed to stimulate thought, by brief "Sidelight" essays on related topics, and by map and globe skill lessons. Each unit and chapter ends with a summary, review questions, and exercises to promote critical thinking.

For each unit, the teachers' editions present suggestions for introducing the topic, a brief overview of the unit, and lists of sources, skill objectives, and cognitive/affective objectives. For each chapter, the teachers' editions specify related workbook activities, suggest motivating strategies, and list important vocabulary words. Correct or possible answers to questions in the student texts are also provided.

Except for the "Things You Might Like to Do" extending activities, the prevailing teaching strategy in the texts is read/discuss/recall/review.

Evaluative Comments and Suggestions

These traditional geography texts present basic facts and generalizations in a straightforward, clearly organized--and not very exciting--manner. The title of Journey Through the Americas is rather misleading; except for a single chapter on the entire continent of South America, the text deals with North America, with three of the six units devoted to the United States. Because the publisher has not suggested specific grade levels for these texts nor provided guidelines for integrating them into curricula, teachers and textbook-selection committees will need to devote considerable thought to how and where they can be most effectively used.

4. LAW IN ACTION SERIES

Authors:	Linda Riekes and Sally Mahe Ackerly
Publisher:	West Publishing Co., Inc.
Publication Date:	1980 (2nd ed.)
Grade Level:	5-9
Materials and Cost:	4 texts, paperbound, 124 to 152 pp, $5.45 each for 1-24 copies, $4.95 each for 25-99 copies, $4.45 each for 100 or more copies; 4 teachers' editions, paperbound, 124 to 152 pp, same price as student books
Subject Area:	Civics, legal education, social studies

Overview

The Law in Action Series (2nd ed.) is a paperbound textbook series for teaching law-related concepts and skills to students in grades 5-9. The series consists of four books: Lawmaking, Courts and Trials, Young Consumers, and Juvenile Problems and Law. Each book contains about 30 lessons. The books can be used together as the major resource for a law-related course or as supplementary material in existing social studies courses. The materials stress critical thinking, problem solving, and responsible action. The texts have many workbook-type features and contain a wide variety of activities, including reading and discussion, community involvement, mock trials and elections, worksheets, and case studies. Each book also includes tests, vocabulary exercises, and a glossary.

Required or Suggested Time

The authors do not provide any guidelines for the amount of time to spend on each lesson or each book. Nor do they suggest a particular sequence for using the four books. All four can be used together as the basis for a yearlong course. They can also be used periodically as supplementary material for social studies courses. Most lessons in these books will require one to three class periods.

Intended User Characteristics

This textbook series is intended for use with students in grades 5-9. The publisher reports a fifth- or sixth-grade reading level for the series, but a Fry readability analysis by this reviewer indicated a seventh-grade reading level. The books do contain many pictures, cartoons, photographs, exercises, and activities that should make them attractive and usable with younger students. The texts are most appropriate for civics, social studies, and law-related education courses. Teachers need no special training to use these materials, but those who employ a variety of instructional strategies and activities will be more effective using the materials than teachers who conduct mainly lecture/recitation and seatwork activities.

Rationale and General Objectives

The authors of Law in Action have included a specific statement of rationale in each of the four student textbooks. These statements stress the need for logical thinking and constructive action. An emphasis on active involvement is reflected both in these rationale statements and in the nature of the textbooks, which actively engage students in learning about the law. The specific goals for each textbook are listed in the respective teachers' editions. These goals focus on critical

Data sheet by Douglas P. Superka.

thinking, problem solving, recognizing responsibilities, and understanding various aspects of the legal system. The philosophy of this series might best be summarized by a quote from the rationale in Young Consumers: "Knowing the law and where to go for help is important; however, it's even more important to have the interest and ability to use your knowledge effectively."

Content

The four units in this series focus on various aspects of the law and justice system in the United States. Lawmaking contains 29 lessons organized around three topics: rules and laws in everyday life, the nature of the U.S. government and Constitution, and politics and the law (e.g., voting, campaigns, elections, and lobbying). Courts and Trials consists of 27 lessons dealing with topics such as decisions and conflicts, the court system and its procedures, and the roles of lawyers, judges, and jurors.

Juvenile Problems and Law contains eight or nine lessons on each of the following topics: decision making, juvenile court, and juvenile crime. In the latter section students discuss the consequences of crime for other people and the community, the pros and cons of rehabilitation and punishment for juvenile offenders, the causes of juvenile crimes, and ways to prevent young people from committing crimes. The 36 lessons in Young Consumers are organized into four topics: the nature of consumers and laws affecting them, advertising techniques, wise buying, and consumer responsibility. Much of the information in all the books is related to students' everyday experiences. Problem-solving and decision-making skills are emphasized.

Teaching Procedures

Law in Action uses a wide variety of teaching procedures, including reading short passages, completing worksheets (which are actually part of the text), answering discussion questions, conducting role plays, discussing moral dilemmas and problems, analyzing case studies, making collages, and writing letters. Several community-involvement projects are included in each text. Mock trials and elections are major activities in two books. Specific ideas are provided to help teachers use judges, lawyers, and other resource persons.

Each section of the texts concludes with a test containing true-false items, matching items, crossword puzzles, short-answer completion items, and open-ended written exercises. Vocabulary exercises and a glossary are also included. The teachers' editions contain additional information on cases, discussion questions for probing key issues, and instructions for facilitating the involvement activities.

Evaluative Comments and Suggestions

The attractive format and variety of activities contained in these texts should make them very appealing to many upper elementary and middle school teachers and students. A number of improvements have been made in this second edition. Many activities have been revised and expanded. Seven to ten new activities each have been added to three of the texts. More materials are included for conducting the mock trials. The objectives for each lesson are stated more in student terms.

One disadvantage with the format in both editions is that many of the lessons call for students to write in their books. If teachers want to use the texts with another class or in other years, they must instruct students to write on other sheets of paper or duplicate some of the pages in the text.

A major strength of these materials is that law concepts are frequently presented so that students can relate to them. For example, one activity explains how precedent is used in deciding court cases; the next activity illustrates that the same principle is important in classroom discipline.

5. SCHOLASTIC SOCIAL STUDIES

Senior Author:	Stanley Klein
Publisher:	Scholastic Book Services
Publication Date:	1981
Grade Level:	1-6
Materials and Cost:	6 texts, hardbound, 144 to 432 pp, $7.07 to $11.83; annotated teachers' editions, paperbound, 144 to 192 pp, $9.49 to $15.10 (supplementary materials include testing booklets on duplicating masters for grades 1-6 and activity books for grades 3-6)
Subject Area:	Interdisciplinary social studies

Overview

Scholastic Social Studies is the first attempt by Scholastic Book Services to offer a comprehensive basal text program for use "as the very heart of social studies course instruction." The 1-6 series is based on the expanding horizons design and thus treats themes similar to those found in other elementary series. However, because the developers concentrate on the United States as the context for learning, less attention is given to other world regions and countries than in other programs. A range of social science disciplines form the content base for the series, with heavy emphasis on history, geography, citizenship, and skill development. Available materials include student texts and related teachers' editions, tests on duplicating masters, and, for grades 3-6, activity books.

Required or Suggested Time

Each text is designed to offer a full year of social studies instruction. Four to eight units of study, subdivided into chapters and lessons, are offered at each level. Flexibility in pacing the presentation of these units is allowed. Although no suggestions are given for the timing of individual lessons, most could be presented in fairly typical lesson times. Use of "Enrichment" and "Challenge" activities and "Extra Help" sections would significantly extend the time required to complete the units.

Intended User Characteristics

The developers assert that the series focuses upon "what children know best and what they should know best: The United States of America." The developers characterize the series as presenting down-to-earth content using sensible examples close to students' experiences. The developers believe these characteristics will appeal to the series' intended users: students in grades 1-6.

The publisher reports that all six levels contain materials at grade level in readability, as measured by the Spache scale at levels 1-4 and the Dale-Chall test at levels 5 and 6. A Fry check by this analyst showed the grade 1 and 5 texts to be at grade level and the remaining texts to be one or more levels above grade in readability.

Rationale and General Objectives

Scholastic Social Studies is designed to "help children acquire the skills, the knowledge, and the understanding they must have to function as concerned and involved members of our society." In developing the series, the authors aimed to present a program meeting the expressed demands of classroom teachers in the areas of content, skills, and

Data sheet by Greg Birchall.

citizenship areas to be emphasized. A range of 85 concepts from geography, history, government/citizenship, economics, and sociology are introduced. A comprehensive array of map and globe, chart and graph, thinking/problem-solving, communication, time, library/research, and citizenship skills are also developed. Emphasis is also placed on the use of content-related materials to assist in developing reading and vocabulary skills. All skills and content presented are outlined in comprehensive scope and sequence charts in the beginning of the teachers' editions and are given in appropriate unit and lesson objectives. Affective objectives are not emphasized.

Content

The content of the Scholastic Social Studies program is organized according to the expanding horizons design. The grade 1 text, Our Families, introduces the role of families in meeting basic needs and discusses how families live together, how families help us learn, and the jobs people in families have. Our Neighborhoods, the grade 2 text, focuses upon neighborhoods as familiar districts in which people who live near each other cooperate to meet personal and social needs. In the third-grade text, Our Communities, emphasis is placed on communities as self-governing entities, linked together in part by the movement of goods, people, and information.

The text for grade 4, Our Country Today, treats the United States as a nation of people, states, and regions, diverse in many ways but linked by a shared system of government and by shared goals and ideals. Geographical regions of the United States are examined but are not compared to similar areas in other parts of the world. Our Country's History, the fifth-grade text, outlines when, how, and why the United States developed, with emphasis on the diversity of its people and the variety of their contributions to the country's political, economic, and social achievements. Our World Today, the sixth-grade text, examines the ways in which basic needs are met around the world. Students compare how these differences in meeting basic needs are expressed in particular societies. The text is based on themes rather than on geographic or chronological arrangements.

Throughout the series, interesting narrative is supplemented by biographies, profiles, case studies, and relevant illustrations followed by "Skill Builder" activities and chapter and unit reviews.

Teaching Procedures

Instructional procedures are outlined in a detailed and comprehensive soft-bound teacher's edition at each level. These books are produced with reduced student pages surrounded by instructional procedures in broad margins. Unit plans consist of an overview of the unit, a list of learning objectives, suggestions for introducing the unit, and a series of lesson plans arranged into chapters. These plans include an introductory statement and rationale at the beginning of each chapter, step-by-step procedures for discussing the text material, evaluation activities, and "Enrichment" and "Challenge" activities. While the bulk of the material is presented through reading and discussion, the "Enrichment" activities provide for more student involvement. "Extra Help" sections suggest activities for students who are reluctant readers or otherwise need assistance. The activity books provide further exercises.

Evaluative Comments and Suggestions

The Scholastic Social Studies program has been extensively field tested; revisions have been made on the basis of these trials. The result is a program that is current, well researched, and attractively presented; effective use is made of photographs, maps, and other illustrations. Heavy emphasis is placed on skill development, while affective content is downplayed. The teachers' editions are systematic and comprehensive. Generally the materials seem well suited to the curriculum offered in most elementary schools.

6. UNDERSTANDING THE SOCIAL SCIENCES PROGRAM

Senior Authors:	Frederick M. King, Herbert C. Rudman, and LoDoris R. Leavell
Publisher:	Laidlaw Brothers
Publication Date:	1981 (2nd ed.)
Grade Level:	K-6
Materials and Cost:	Study prints (K), $39.60; 6 texts (1-6), hardbound, 144 to 528 pp, $6.12 to $13.41; 6 teachers' annotated editions, 168 to 640 pp, $16.75 to $20.37 (supplementary materials include activities on duplicating masters for grades 1-6, workbooks for grades 3-6, and test booklets for grades 3-6)
Subject Area:	Interdisciplinary social studies

Overview

The 1981 Understanding the Social Sciences Program is the second edition of this Laidlaw Brothers elementary series. Although little change has been made in the original materials published in 1977-1979, some important components have been added. Whereas no kindergarten materials were available in the first edition, a packet of study prints for readiness work is now included in the program. In each student text (grades 3-6), a final section entitled "Skills Handbook" has been added to address development of reading, map/globe, and chart skills. Duplicating masters with additional activities have been developed, as have workbooks for grades 3-6. For these grades, independent test booklets containing unit tests are also available. First and second editions of the texts could be used together in classes needing additional or replacement books.

Required or Suggested Time

This series provides enough material for a year's work at each grade level. Each text is divided into units and the units into lessons, with the number of units and lessons varying from grade to grade. At each grade level, a lesson seems to be intended for one class period of work. The extension and reinforcement activities suggested in the teachers' editions can expand lessons one or more class periods, as can use of the activities on duplicating masters and/or student workbooks.

Intended User Characteristics

The Understanding program is designed for use by "typical" elementary students in grades K-6. In both text and visuals, the series fairly represents ethnic populations and women. The reading level of each text has been assessed by the publisher to be at or below grade level, using the Spache and Dale-Chall reading formulas. Our assessment with the Fry formula found the texts for grades 3, 5, and 6 to be above grade level and the other texts to be at or below grade level. New words, however, are usually in bold print and are defined in context. Phonetic respellings are provided in some cases as well. Teachers of third-, fifth-, and sixth-grade students reading at or below grade level should be prepared to include additional vocabulary and reading work if necessary.

No special teacher inservice should be necessary, but teachers using supplementary materials will need to consider their most effective integration with the texts.

Data sheet by Sharryl Davis-Hawke.

Rationale and General Objectives

The five general objectives specified for the program are to: (1) prepare students for continual change and challenge, (2) develop an appreciation of diverse culture, (3) achieve understanding of interdependence, (4) appreciate the natural environment, and (5) help students develop positive self-concepts and attitudes toward others. These purposes are accomplished through lessons which include experiences in knowledge/learning and skills development. Valuing is also given attention in some lessons through optional activities listed in the teachers' editions.

Content

The Understanding series follows a modified expanding horizons arrangement. The study prints available for use with kindergarten students focus on people and their needs. In the grade 1 text, Understanding People, students begin by considering themselves and the people most immediate to them. By the end of the book they are examining people in other countries and cultures. This same approach is used in the grade 2 text, Understanding Families, and grade 3, Understanding Communities. After a unit of map and globe work, grade 4, Understanding Regions of the Earth, examines regions of the earth, comparing geographic, climatic, and cultural characteristics. Grade 5, Understanding Our Country, is a chronological survey of U.S. history, and grade 6, Understanding the World, is a chronological regional survey of world history highlights.

Content throughout the series is presented mostly in narrative text interspersed with questions. Although little use is made of original sources or non-narrative forms such as poetry or stories, the narrative is well supported with photographs and other graphics. The series' patriotism objectives are achieved through special units at grade levels 1-4 and through a series of biographical sketches of important citizens in grades 4-6.

Teaching Procedures

The spiralbound teachers' editions provide student pages bordered with wide-margin inserts containing instructional suggestions and additional information and teaching suggestions in bound-in sections at the back. The format of the teacher's directions varies somewhat, but generally a teacher is provided with knowledge and skill objectives for the lesson, background information, suggestions for preparing students for the lesson, suggested questioning or teaching strategies, lesson "wrap-up" suggestions, and "looking ahead" information to prepare for upcoming lessons. In some lessons, strategies for involving students in valuing activities are suggested.

The majority of teaching strategies involve students in reading and discussing. Active learning occurs periodically in the "Having Fun" sections of the student texts and in the "Extension and Enrichment" activities at the back of the teachers' editions.

In the second edition, a "Skills Handbook" section has been added at the conclusion of the grade 3-6 texts. In these sections, three kinds of skills are given additional attention: reading skills (particularly those important for social studies such as reading time lines and assessing cause and effect), map and globe skills, and chart/graph reading skills. The introductory teacher's material mentions the newly added "Skills Handbooks" and the supplementary activity workbooks and duplicating masters, but no specific directions for their use are provided.

Evaluative Comments and Suggestions

Like its predecessor, this edition of the program is distinguished by its focus on providing students a "wealth of significant and relevant facts to analyze, interpret, and apply," by its particular attention to the development of patriotic understanding, and by its global emphasis at all grade levels. Although some new material has been added to the program, the texts have been changed little from the first edition.

7. WORLD AND ITS PEOPLE, THE

Authors:	Various
Publisher:	Silver Burdett Co.
Publication Date:	1982
Grade Level:	1-6
Materials and Cost:	6 texts, hardbound, 152 to 502 pp, $6.60 to $11.50; 6 teachers' annotated editions, hardbound, 240 to 662 pp, $9.60 to $14.50 (supplementary materials include student and teacher editions of workbooks at each grade level)
Subject Area:	Interdisciplinary social studies

Overview

The World and Its People is the Silver Burdett Company's newest elementary social studies series. This 1982 program includes a student text and teacher's edition for each grade level, 1-6. Student activity books being developed to accompany the texts are not currently available. The content of the series follows an expanding horizons approach, with students moving from the study of families to neighborhoods, communities, regions, the United States, and the world. An unusual feature of the program is a strong emphasis on parental involvement.

Required or Suggested Time

The basal material in this series is a textbook for each grade level, each of which is designed for a full year's work. Although time requirements are not specified in the teachers' editions, most lessons will probably require more than one day's instruction, particularly if all suggested activities are used.

Intended User Characteristics

This series has been designed for use in usual elementary classrooms. Appropriate attention has been paid to visual and narrative representation of minorities and disabled persons. An equitable presentation of males and females is made throughout the series. Texts, particularly at the lower grades, are sensitive to differences in family compositions and living conditions.

The publisher reports that each text is at or below grade level in readability (using the Spache and Dale-Chall tests). Our Fry readability test on grades 3 and 5 showed the third-grade text to have a reading level of fifth grade and the fifth-grade text to be slightly above grade level. The considerable attention given to vocabulary development may help compensate for difficulties encountered by below-average readers.

This series considers an audience not typically addressed by textbooks--the parents of students. Teachers are assisted in strengthening parental involvement with sample letters to send home to parents before beginning each new unit. In these letters parents are told what their child will be studying and encouraged to help their child in specified ways.

This series can be used by teachers without inservice training, although such training could be helpful.

Rationale and General Objectives

The World and Its People was developed "to help students understand the world around them and to instill in them the knowledge and skills necessary for

Data sheet by Sharryl Davis-Hawke.

responsible citizenship." The developers see this task as one that "not only prepares students for the future but also helps them function meaningfully and effectively in the present." To accomplish these goals, the series is built on a "solid factual foundation" that will "enable students to appreciate themselves, the world around them, and their role as citizens."

The series also focuses on five skill areas: map and globe, reading, language arts, reasoning, and societal (which includes life skills, human relations, and citizenship/values skills).

The teachers' editions include specific objectives for each lesson. The majority focus on knowledge acquisition, with fewer on skill development, and still fewer on affective development.

Content

Based on the expanding horizons concept, the series begins in grade 1 by focusing on families and neighborhoods, with much attention to likenesses and differences among families. Students are provided an introduction to map and globe work and a brief experience with a historical event. Grade 2 starts with the concept of neighborhood and expands into the study of communities. Beginning in grade 2 and continuing throughout the series, the first chapter in each text is devoted to development of map, globe, graph, and chart skills. In some texts the second chapter examines tools and methods used to study the past and present.

In grade 3 students expand their community study into an examination of natural resources which support communities. Also included is a unit on basic political structure and citizenship. States and regions are the focus of grade 4; U.S. regions and similar regions in other parts of the world are studied and compared. The grade 5 text is a study of the United States, beginning with an exploration of U.S. history but devoting much attention to various regions of the United States today. In the last unit Canada and Latin America are discussed.

The grade 6 text is a sweeping look at world regions other than North and South America. Geography and people, history, and present and future concerns of each area are studied.

Teaching Procedures

Each teacher's edition includes 24 pages of introductory material and a back-of-the-book section containing teaching information for each lesson. Between these two teacher sections the student text is reproduced with red-ink annotations containing additional information or teaching suggestions.

The back-of-the-book teacher matter provides the following for each lesson: goals, suggestions for teaching the basic lesson and for adding enriching activities, and supplementary background information. The activity suggestions are generally not described in much depth, but they are quite varied. Some activities focus on discussion, but others require students to do creative writing, build projects, keep a journal, do research, or use resource persons. Some activities are designated as being appropriate for "pupils who have difficulty grasping the concepts and/or pupils who need a challenge." Additional teacher helps are suggestions for bulletin board displays, chapter projects, and a bibliography of supplemental books and media.

The upper-level student texts also include activity suggestions and skill development directions at the conclusion of each chapter. To provide continual review and reinforcement, checkup questions are included in the student text at the end of each lesson.

Evaluative Comments and Suggestions

The World and Its People is a completely new series, but it does resemble earlier Silver Burdett programs in its teaching strategies and emphasis on presentation of content. Teachers who have used and liked earlier Silver Burdett programs will find this series easy to use but will appreciate the updated content and more systematic attention to skill development.

SUPPLEMENTARY MATERIALS

Entry No.	Title	Page No.
Print		
8	Bowmar/Noble Social Studies Kits	31
9	Jack and the Beanstalk	33
Multimedia		
10	Justice and Responsibility	35
11	Mapworks: A Map Interpretation Program	37
12	México Visto Por Sus Niños	39
13	Terra: Our World	41
14	Winning "Justice for All"	43

8. BOWMAR/NOBLE SOCIAL STUDIES KITS

Developers:	Erica Fox (grades 1-2) and Visual Education Corporation (grades 3-6)
Publisher:	Bowmar/Noble Publishers, Inc.
Publication Date:	1980-81
Grade Level:	1-6
Materials and Cost:	6 boxes containing story cards, 24-pp paperbound teacher's guide, and 12 duplicating masters (grades 1-2 only), $96.90 each
Subject Area:	Reading, social studies

Overview

The Bowmar/Noble Social Studies Kits are designed to provide high-interest supplementary readings for teachers who wish to reinforce reading skills in their social studies programs. Because the topics of the readings are built around the traditional expanding environments arrangement, the kits can be used to supplement virtually any basal text series. The kits for grades 1 and 2 include 25 copies (on cards) of 12 different stories for students to read and discuss as a group; worksheets test reading and social studies skills. In addition, the teachers' guides provide follow-up activities for each story. The kits for grades 3-6 provide five copies each of 24 readings; skill-checking questions appear on the backs of the cards. At these grade levels, the kits are to be used for individual or small-group work.

Required or Suggested Time

Reading and discussing each of the 12 stories included in the kits for grades 1-2 will require approximately one class period. The follow-up activities suggested in the teacher's guide require anywhere from five minutes to an hour. At grades 3-6, reading each of the 24 selections and completing the accompanying questions will require less than 30 minutes of group or individual work, so students will be able to complete two readings per class period if desired. Some teacher planning time will be required to determine how the stories fit into the teacher's existing program.

Intended User Characteristics

These kits can be used by elementary reading or social studies teachers. Although perhaps most closely tied to the Bowmar/Noble textbook series, the kits can be used to supplement any basal social studies series using the expanding environments topic arrangement. The publisher reports that the readability level of each kit is at or below grade level; a Fry test by this analyst confirmed that the kits are at grade level. The stories within each kit can be used in any order, but the reading level does tend to be slightly more difficult in the later stories.

Rationale and General Objectives

The Bowmar/Noble Social Studies Kits are designed "to provide high-interest readings to supplement all of the major basal social studies programs and to help students improve their basic social studies skills." The objectives outlined for each kit include skill objectives in both reading and social studies, as well as social studies knowledge-acquisition objectives. Although no affective objectives are given, many stories--particularly at grades 1 and

Data sheet by Laurel R. Singleton.

2--do have an affective component around which teachers could build activities.

Content

The topics selected for inclusion in the Bowmar/Noble Social Studies Kits are based on the traditional expanding environments content arrangement used in elementary social studies texts. The readings are presented on plastic-coated cards colorfully illustrated with maps, photographs, and drawings. The readings for grades 1-2 are brief (approximately 200 words) stories about children. At grade 1, the stories focus on such topics as how people are alike and different, family relationships, activities of families and children in other lands and settings, jobs, and feeling proud.

At grade 2, topics covered include making paper, life in the desert, moving to a new neighborhood, representative government at school, and ethnic customs.

For grades 3-6, the cards present high-interest readings (approximately 700 words) rather than stories. At grade 3, the focus is on various aspects of community life. Communities in many cultures and at many different time periods are covered, but the focus is almost exclusively urban.

The readings for students in grade 4 cover various aspects of life in a wide range of geographic regions. The fifth-grade kit focuses on U.S. history. The readings for grade 6 deal with world cultures, using case studies from around the world.

Teaching Procedures

The kits for grades 1 and 2 provide 25 copies of each story so that an entire class can read and discuss the stories at the same time. The suggested procedure is to have students read the story silently and then read it aloud as a group. This is followed by discussion; questions are provided in the teachers' guides. Students then complete the skills worksheet (provided as a duplicating master). Each worksheet contains five questions, each designed to test a particular reading or social studies skill; the five skills covered are phrase comprehension, recall of details, identifying the main idea, understanding story sequence, and acquisition of content area vocabulary.

A follow-up activity is suggested for each reading. These include such activities as making a bulletin board display of shelters around the world, having parents visit the class to talk about their jobs, mapping routes to school, making "I Feel Proud" scrapbooks, and holding a mock election.

For grades 3-6, five copies of each reading are provided. Thus, it is suggested that the selections be read and discussed in small groups or individually. The skill-checking questions are provided on the backs of the cards at these grade levels. A variety of skills are covered, although every skill is not tested on every card. The categories of skills included are vocabulary acquisition, recall, comparing, inferring, determining cause and effect, analyzing, hypothesizing, generalizing, evaluating, and using a map. While the teachers' guides for these grade levels suggest that the teacher may want to do follow-up activities, none are suggested.

At each grade level, the teacher's guide contains management forms to help teachers identify areas in which students need additional work. The answers to all the skill-checking questions are also provided in the guides.

Evaluative Comments and Suggestions

The Bowmar/Noble Social Studies Kits will provide teachers with a convenient method of reinforcing reading skills with selections that have appropriate social studies content. The information in the teachers' guides for grades 1-2 will be especially helpful in meaningfully integrating this program with the existing social studies curriculum. Since equal guidance is not provided with the kits for grades 3-6, integrating the materials will be more difficult and will require significant planning time by the teacher.

9. JACK AND THE BEANSTALK

Author:	Joanne Greenberg
Publisher:	West Publishing Co.
Publication Date:	1981
Grade Level:	3-6
Materials and Cost:	Text, hardbound, 48 pp, $5.75 (quantity discounts available); teacher's guide, softbound, 15 pp, $1.00
Subject Area:	Legal education

Overview

West Publishing has developed this program around the traditional story of Jack and the Beanstalk to help elementary students see a familiar fairy tale in a new way. In the process, students develop some understanding of how fairness and honesty form the basis for our legal system and examine their own attitudes toward fairness. Students read and discuss the story, answer questions in writing, and participate in small-group activities. The unit's culminating activity is a mock trial of Jack on theft charges. The teacher's guide contains complete teaching instructions and a page teachers can duplicate and send home to parents explaining the unit and suggesting follow-up activities.

Required or Suggested Time

The teacher's guide suggests that the unit can be completed in approximately four class periods--one for each section of the story--plus one period for evaluation (no evaluation activities are suggested, however). This time period may be adequate for the fifth- or sixth-grade class in which class periods are 45 to 50 minutes long. For shorter class periods common at the lower elementary grades, however, as many as eight to ten class periods may be required.

Intended User Characteristics

The program is designed for use in social studies classes in grades 3-6. The controlled reading level (grade 3 according to the Fry graph) and the high interest of the material should make it appropriate for students of all ability levels.

Rationale and General Objectives

This unit is designed to provide students with "an opportunity to apply reading skills, practice decision making, and be introduced to basic principles of our legal system" while looking at a familiar story in a new way. By employing a familiar story, the developers hope to "motivate students to think critically, view situations from various perspectives, and form conclusions."

Content

The unit centers around the traditional story of Jack and the Beanstalk, with one major plot change: the giant is not killed at the end of the story. The unit opens with the teacher asking students who they think the villain of the story is. This question is designed to stimulate students to think about the story in new ways, as they analyze such questions as whether Jack acted fairly and responsibly in trading the

Data sheet by Laurel R. Singleton.

cow for the beans, asking the giant's wife to feed and hide him, stealing from the giant, and going back up the beanstalk when his mother did not want him to do so.

Teaching Procedures

The story is divided into four sections or lessons. For each section, the teacher's guide provides objectives, vocabulary, background information on the legal concepts developed, teaching procedures, and suggestions for expanding the lesson. The guide suggests that each section be read silently by students first and then be read aloud and discussed as a group. Following this discussion, students write answers to questions at the end of the section in the student book. These questions call for recall, interpretation, and analysis. For example, students are asked: "What problem did Jack and his mother have? What did Jack do? Was the man Jack met being fair to offer to trade the beans for the cow? Explain." If individual copies of the text are not available for each student, the story and questions could simply be read aloud by the teacher.

The student text also describes a small-group activity for each section. After reading and discussing the first section of the story, students work in groups to write and perform skits portraying the scene between Jack and his mother after she threw the beans out the window. The activity for the second section involves students in discussing which of Jack's actions were fair and which were unfair. In the third section of the story, students read and discuss whether a number of statements tell about stealing or "taking that is okay." Example statements are "Jack took the money bags while no one was looking" and "Jack took the money bags because he really needed them." After the final section of the story, students try Jack for theft, determining what punishment he should be given. The teacher's guide provides directions for conducting the trial in small groups, as a class, or as a puppet show, depending on the students' ages and abilities.

The final aid provided in the teacher's guide is a letter that can be duplicated and sent home to parents. The letter explains the purpose of the unit and describes three follow-up activities parents can use to reinforce the learning at home.

Evaluative Comments and Suggestions

Elementary teachers are often urged to use children's literature to teach law-related concepts. Lists of applicable stories have been compiled (see, for example, "Bibliography of Children's Literature with Strong Law-Related Content," by Alita Z. Letwin, Social Education, volume 44, number 5, May 1980, pp 395-397). West's Jack and the Beanstalk provides teachers with a model for how to use such literature to develop law-related concepts. It also serves as a useful model for helping students examine the values embedded in many of the classics of children's literature.

10. JUSTICE and RESPONSIBILITY

Director:	Charles N. Quigley
Publisher:	Law in a Free Society
Publication Date:	1979-1982
Grade Level:	K-12
Materials and Cost:	6 kits per concept, each including filmstrips, cassettes, student books, and a teacher's guide, $110.00 to $155.00 per kit
Subject Area:	Civics, legal education, political science

Overview

Justice and Responsibility are the two latest releases in the Law in a Free Society Civic Education Series, a program of K-12 multimedia instructional units based on "eight concepts considered fundamental to an understanding of social and political life--authority, privacy, justice, responsibility, participation, diversity, property, and freedom." The six instructional units within each of the eight concepts "progress sequentially in scope and treatment of the concept, as well as in terms of the skills taught and the contexts for student inquiry provided." Individual units are designed for grades K-1, 2-3, 4-5, 5-6, 7-9, and 10-12. All six levels of Justice are currently available; the final level of Responsibility is available with the first five forthcoming. In addition to the student materials, Law in a Free Society offers a teacher-training program and consultant services for those developing and organizing local programs.

Required or Suggested Time

The program is designed for integration into elementary and secondary social studies and humanities programs. Teaching time ranges from two weeks for lower-level units to five weeks for secondary-level units. Although greater reinforcement might occur if each unit were taught in its entirety, teachers may choose to teach individual lessons to enrich or expand their ongoing programs. In this case, care would need to be taken to teach lessons in order, as concepts and skills are developed sequentially.

Intended User Characteristics

Materials in the Civic Education Series can be used effectively by students of varying abilities in grades K-12. Reading level of the student books is on the high side. However, because the filmstrip presentations constitute the heart of the program, no child should be unduly disadvantaged. While teachers of intermediate students might be able to use units designed for younger children, students in the lower grades would have difficulty with units much above their level.

The filmstrips portray ethnic and racial groups and women in nontraditional roles. Although no special teacher training is needed, given the complex nature of the concepts, it is important for teachers to carefully read through the materials prior to using them. A teacher-training program is available for those with little experience or background in legal education.

Rationale and General Objectives

The developers of these materials believe that constitutional democracy is dependent upon an enlightened and responsible body of citizens. As these attributes can best be attained in

Data sheet by Mary Jane Turner.

educational institutions, it is "the responsibility of the public schools...to maintain an environment in which there is respect for the dignity of human beings, legitimate authority, a rule of law including due process of law, equal opportunities for students to grow and develop, and open inquiry and debate." The materials are intended to promote this environment and develop in students: "(1) an increased understanding of the legal, political, and educational institutions of our constitutional democracy and the funamental values, processes, and principles upon which they were founded; (2) the skills necessary to function as effective and responsible citizens in a free society under a rule of law; and (3) an understanding of and willingness to use democratic processes and procedures when participating in the making of decisions and management of conflict."

Content

The Civic Education Series is based upon eight concepts--authority, privacy, justice, responsibility, diversity, freedom, property, and participation--considered basic to an understanding of social and political life. Thus far, student materials are available for only Authority, Privacy, Justice, and Responsibility, with the latter two being the most recent releases. (Privacy and Authority were reviewed in volume 1 of the Data Book.)

Justice materials have been designed to assist students in deciding what would be fair or just in a given situation. The curriculum is organized into questions of distributive, corrective, and procedural justice. Thus, students examine the fairness of (1) the distribution of various benefits and burdens in society, (2) various responses to wrongs and injuries, and (3) typical means used to gather information and/or make decisions. Students at lower levels are obviously never told they are examining an issue of "distributive, corrective, or procedural justice." Nonetheless, the problems with which they are confronted have to do with these issues. For example, the level 1 materials ask students to consider whether it is fair for bigger bears to have to fill larger pails with berries than smaller bears.

The Responsibility materials are structured around four organizing questions: (1) what is responsibility? (2) what might be some benefits and costs of fulfilling responsibility? (3) how should one choose among competing responsibilities, interests, and values? and (4) who should be considered responsible? At this time only level 6 materials are available. In one exercise in the student book, students are provided with a variety of documents--a warranty, an excerpt from the Hippocratic oath, a summons, Amendment XIV, and so on. For each, they must identify who has responsibilities, what the responsibilities are, to whom they are due, what rewards and punishments are involved, and the source of the responsibility.

Teaching Procedures

The materials incorporate a variety of teaching activities, including directed discussion, role play, debate, skill-building exercises, and audiovisual presentations. The teacher's guide for each level provides a rationale, general objectives, and a statement concerning the conceptual organization of the total curriculum as well as step-by-step procedures for conducting each lesson. Specific objectives are stated in behavioral terms. Throughout all of the levels, a variety of "intellectual tools" have been assembled to give students ways to think about the subject under consideration. These tools are often presented in charts for easy use and application.

Evaluative Comments and Suggestions

The Justice and Responsibility materials are provocative and interesting fare. Although many of the filmstrips are humorous, they are not frivolous. The developers have done a good job in relating concepts to the "real world," helping students understand that the principles and generalizations examined apply directly to them.

11. MAPWORKS: A MAP INTERPRETATION PROGRAM

Developer:	John Rooney, Jr.
Publisher:	Denoyer-Geppert Co.
Publication Date:	1980
Grade Level:	4-6
Materials and Cost:	Box containing 3 filmstrips, 3 cassettes, 31-pp paperbound teacher's guide, 3 paperbound books containing 24 duplicating masters each, $98.00
Subject Area:	Geography

Overview

Mapworks is an intermediate-level audiovisual package designed to develop map interpretation skills and understanding of important concepts of cultural and physical geography. The package includes three filmstrip/cassette programs: "Water and Land," "Mountains and Plains," and "Cities and Towns." The programs can be used separately or together. The teacher's guide provides the following teaching aids for each filmstrip: objectives, main ideas, a pre-viewing activity, script and frame description, discussion questions, and post-viewing activities. The pre- and post-viewing activities include many suggestions for exploring the physical and cultural geography of students' own communities. Each filmstrip is also accompanied by a book of duplicating masters providing a unit test and paper-and-pencil worksheets.

Required or Suggested Time

The amount of time required to use these materials will vary considerably, depending on the teacher's choice of activities. The filmstrips can be used separately or together. If the filmstrips are used together, the publisher recommends showing them in the sequence in which they are listed above. Each filmstrip requires seven to eight minutes to view. Use of one filmstrip with its pre-viewing activity and discussion questions would therefore require approximately one class period. Enough worksheets and post-viewing activities are provided for each filmstrip to fill several additional class periods.

Intended User Characteristics

Mapworks is designed to supplement social studies instruction in the intermediate grades (4-6). With its emphasis on cultural and physical geography and its use of examples from both the United States and other countries, the program would fit into the standard curriculum offerings at any of the grade levels. Many of the worksheets are introduced by paragraphs of text whose reading level varies considerably, averaging seventh grade according to the Fry graph. Thus, some of the worksheets will not be suitable for individual use by students who are average or below-average readers.

Rationale and General Objectives

Mapworks is designed to help students develop the ability to extract conceptual information from maps and globes and to use maps to analyze relationships between land and people. The developer believes that after completing the program, students will be able to: "interpret map and globe symbols relating to physical features, land elevations, water depths, and city populations; identify and describe geographic features shown on maps and globes; describe how geographic fea-

Data sheet by Laurel R. Singleton.

tures affect land use (farming, animal grazing, recreation, location of cities); and predict how population distribution relates to the earth's physical features."

Content

The Mapworks package contains three filmstrip/cassette programs: "Water and Land," "Mountains and Plains," and "Cities and Towns." In "Water and Land" students are introduced to such geographic terms as ocean, continent, continental shelf, sea, gulf, island, peninsula, and cape. Use of color to distinguish water/land elevations and water depth is explained, as is the use of a key or legend in interpreting color symbols.

"Mountains and Plains" illustrates the variety of landforms found on earth and discusses the relationship of elevation and water supply to land use. The use of color on maps is again emphasized, along with the use of labels to describe landforms.

"Cities and Towns" relates the location of cities and towns to physical features. Examples are used to illustrate the kinds of information about cities and towns that can be presented on maps; these include location, population, and services or functions (e.g., being a capital city).

The narrative of the filmstrips is basically an expository description of the various geographic concepts/features and the interpretation of mapped information about these features. Each feature or concept is illustrated with both pictures and maps. Some of the photographs used are Landsat images. When questions are asked in the narration, time is allowed for students to answer them. Each filmstrip ends with a series of questions asking students to examine the physical and cultural geography of their community.

Teaching Procedures

The teacher's guide suggests that teachers introduce each filmstrip with the pre-viewing activity suggested in the guide. The pre-viewing activity for "Water and Land" involves students in drawing a view of the earth from a spacecraft on a basketball.

After completing the pre-viewing activity, students watch and discuss the filmstrip. Discussion questions are provided in the teacher's guide. An example from "Mountains and Plains" is "How do maps that show highlands and lowlands give clues to the location of major population centers?"

After the filmstrip has been shown, the guide suggests assigning the worksheet that reviews the filmstrip. The teacher can then follow up with selective use of the worksheets and post-viewing activities. Several of the 22 worksheets for each filmstrip reinforce the learning presented; the remainder extend or build upon that learning. Some require the use of a wall map or globe, while others include maps or graphs for students to interpret. The developer suggests several ways of using the worksheets: individually or in small groups, as the basis of reports to the class, or in a learning center.

The post-viewing activities involve students in a variety of learning experiences. For example, after viewing "Cities and Towns," students develop an advertising campaign about the major features of their city, map their own community, and research urban public transportation systems.

A unit test is provided for each filmstrip program. The tests cover recall of information presented in the filmstrips, as well as application of the skills and knowledge gained.

Evaluative Comments and Suggestions

Mapworks has two particularly strong points: its attention to the relationship between physical and cultural geography and its application of learning about geography and maps to students' communities. The presentation is straightforward and factual. Unlike many other supplementary map skills programs on the market, Mapworks does not use child actors, space adventures, or mystery stories to motivate students to learn about maps. The variety of activities provided in the program should, however, stimulate students' interest in the topic.

12. MÉXICO VISTO POR SUS NIÑOS

Publisher:	National Foundation for the Improvement of Education
Publication Date:	1981
Grade Level:	4-6
Materials and Cost:	Text (in English or Spanish), hardbound, 162 pp, $16.95; box containing posters, cassette, 70 activity cards, 4 paperbound books for teachers, free with purchase of text
Subject Area:	Area studies, art, language arts, multiethnic education, music, social studies

Overview

México Visto Por Sus Niños (Mexico as Seen by Her Children) is a 4-6 program consisting of a student book, resource activity cards, four guides for teachers, posters, and a cassette tape containing Mexican songs and readings. The text and accompanying instructional materials are intended to help elementary school students increase their understanding and appreciation of Mexico's history and culture. The book was created over a four-year period from more than 100,000 entries submitted by Mexican children ages 3 to 17. Because the book was written and illustrated by children, it presents a refreshing perspective on young people's life experiences, history, culture, and nation. The instructional materials accompanying the book were developed with funding from the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs.

Required or Suggested Time

These materials are intended to supplement existing art, language arts (English and Spanish), music, and social studies curricula. Teachers can incorporate as many of the various suggested activities as they have time for. No particular sequence of activities is suggested, and the time required to complete individual activities varies from 25 to 60 minutes. Materials in the instructional kit are organized by topic so teachers can easily select activities with a particular focus, such as music, art, or poetry. Teachers have a great deal of flexibility in using the materials, but will need to spend some time planning for their use.

Intended User Characteristics

Because the book around which the program is based was written and illustrated by children aged 3 to 17 at all learning levels, the developers believe that it can be used with children of all learning abilities; they state that it will be most useful for students in grades 4-6. While a Fry readability analysis indicated an average reading level of grade 7, the frequent repetition of some words (Mexico, traditions, etc.) makes this level artificially high. Once younger students have mastered these words, they should be able to read the book without difficulty. No special teacher preparation or administrative support is needed, but teachers will find it helpful to read the instructional materials thoroughly before implementing the program.

Rationale and General Objectives

The developers state that the main objective of México Visto Por Sus Niños is to let Mexican children present their views of their own lives, history, and

Data sheet by Diana Beer.

country. The book offers "a remarkable experience in intercultural understanding." More-specific goals are to offer examples of Mexican art and music (drawn, written, or selected by children) and to suggest activities which can help American students gain insight into the daily lives of their Mexican counterparts. Specific student and teacher objectives are listed for each unt and activity.

Content

The English and Spanish versions of México Visto Por Sus Niños are divided into 15 units: "My Country," "Before the Spaniards," "Discovery and Conquest," "Colonial Mexico," "The Treasure of Liberty," "Juarez," "Revolution," "Mexico Today," "Our Neighbor," "School," "Village and Country," "Man and Woman," "The Charro," "Fiesta," and "We, the Children." Each unit includes poetic and expository descriptions written by young people and illustrated by young artists. Also included are historical notes to present more complete background information on each unit.

Other student materials included in the kit are two colorful posters illustrating Mexican scenes and a 60-minute cassette tape presenting folk songs, stories, readings, and orchestral music. Most of the songs and musical selections are performed by children.

Teaching Procedures

The booklet Resources for Teaching México Visto Por Sus Niños introduces the materials in the instructional kit, identifies major objectives, suggests optional uses of the materials, offers general guidelines for teaching about culture, and provides background information on the history and culture of Mexico. In this guide, the developers of the program suggest a variety of teaching procedures. They indicate several generic uses of the materials, including as a resource for teaching about a particular topic, as a supplement to the core curriculum in language arts and social studies, as a supplement to music and art activities, and as a motivating resource. Teaching procedures suggested when the materials are to be used as a motivating resource only, for example, include letting students choose for themselves the parts of the project in which they are most interested and placing the project materials in a classroom learning center so that students can browse through them at their leisure. Creating modules on particular topics is suggested as a method of using the materials in instruction on selected topics.

Other teaching aids in the kit also provide guidance in using the materials. A booklet entitled Music Guide contains song sheets for most of the songs on the cassette and suggests a wide variety of music-related activities organized in accordance with the 15 units in the book. Art Descriptions provides strategies for using the materials in art classes, along with notes on the various illustrations in the student book. Suggestions are offered to help students develop skill in analyzing the pictures and in drawing their own pictures. Seventy resource activity cards describe activities related to the 15 chapters in the book. Each card includes a notation of appropriate subject area, objectives, a list of materials needed, an evaluating activity, instructional activities, and notes to the teacher. Activities include map and globe work, discussion, crafts, reading, analyzing Mexican legends, and comparing various aspects of life in Mexico and the United States. The final resource, Reflections on México Visto Por Sus Niños, provides a general overview of the project.

Evaluative Comments and Suggestions

This unusual program provides a variety of materials and teaching strategies which upper-elementary teachers can use to enrich their instructional programs in a number of curriculum areas. On the basis of field testing, the project materials have been formally endorsed by the California, New Mexico, Arizona, and Colorado State Teachers Associations.

13. TERRA: OUR WORLD

Developers:	Maryland Instructional Television/Maryland State Department of Education and Agency for Instructional Television
Publisher:	Agency for Instructional Television
Publication Date:	1981
Grade Level:	4-9
Materials and Cost:	10 twenty-minute video cassettes in any format, with teacher's guide, $135.00 each; all 10 programs also available as a VideoKit, $450.00 (other purchase and broadcast options are available; contact publisher for details)
Subject Area:	Environmental education

Overview

Terra: Our World is a series of ten 20-minute video cassette programs on the environment for students in grades 4-9. Students are made aware of such environmental issues as resources, food, energy, and the quality of life by this very well-narrated, visually exciting color program. Explanations are clear and never dull; interviews with scientists, congresspersons, and environmentalists are brief and to the point; and the on-site visits provide students with many practical tips on how enterprising individuals and groups can help solve environmental problems. In addition to viewing the programs, students are involved in classroom discussions and many projects and activities. The series is accompanied by a teacher's guide which outlines specific suggestions for its use.

Required or Suggested Time

Each of the 10 programs can be viewed in 20 minutes. The time to be allotted for classroom discussion and for the activities is left to the discretion of the teacher. The videos can be utilized individually or as a series.

Intended User Characteristics

This program is specifically intended for intermediate and junior high school students. This analyst believes that it could also be used with high school students. Because of the many activities suggested in the teacher's guide, the program can easily be used with students of varying abilities. No special teacher preparation is needed.

Rationale and General Objectives

The developers indicate that this "series is designed to provide an awareness of environmental issues and to serve as a catalyst for meaningful learning activities." As a result of viewing the program, students should be able to identify environmental problems and discuss possible alternative solutions to these problems. Specific objectives for each program are listed in the teacher's guide.

Content

Each of the ten television programs in this series treats a particular environmental issue. These are "Environments," "Places Where People Live," "Renewable Resources," "Non-

Data sheet by Regina McCormick.

Renewable Resources," "Energy," "Energy Alternatives," "Food in the Environment," "Food and People," "Quality of Life," and "The Future."

The narrator begins each program with an introduction to the issue. Students then learn about the scientific, aesthetic, and social implications of the issue through interviews, explanations, and on-site visits. For example, in the program "Environments," which introduces students to the series, the narrator explains the purpose of the series and provides students with one possible definition of the term "human environment." As an illustration of the effect people can have on their environment, students learn about the Industrial Revolution and the pollution that resulted from the increased burning of fossil fuels. The narrator discusses the disagreement that exists among scientists about what carbon dioxide in the atmosphere will do and explains the greenhouse effect. The program then interviews the "Tree People," a group of young people who are attempting to alleviate environmental problems in Los Angeles by planting trees. The effects of air pollution on humans are summarized by an air pollution chemist. An Oregon congressman describes the positive results of Oregon's "bottle bill," which required a deposit on all bottles and cans. The narrator concludes the program by explaining the dependency of earth upon human decisions and the interrelationship that exists between human beings and their environment.

Teaching Procedure

Specific teaching procedures for each program are outlined in the teacher's guide. Students are expected to view each program and participate in class discussions and activities. Specific activities are suggested in the guide. For example, as a "Preliminary Activity" to the first program, students are asked to write a short definition of the term "environment." A "Concluding Activity" suggests that after viewing the program, students share their definitions with one another, discussing any changes they might make. "Extending the Lesson" activities for this program are also suggested. Groups of students are assigned plots of land on the school property which they must adopt and care for. In another activity, articles such as margarine tubs, milk jugs, egg cartons, and produce bags are collected. Students choose one item and list creative suggestions for recycling, possibly through a creative writing assignment such as the "Autobiography of a Margarine Tub."

In addition to the suggested activities, the guide provides the following information for each program: the concept fundamental to the program; teaching objectives in a measurable form; activities, program summary, and student objectives for viewing the program; a vocabulary section which lists key terms in the program; a "Debating the Issues" section which contains ideas for student research, thought, or debate; an "Assessing Progress" component containing evaluation ideas; and an "Involving the Family" segment containing suggestions for involving family members in activities.

Evaluative Comments and Suggestions

This series is very well done. Each program is well paced; explanations are interspersed with interviews and on-site visits. Connie Chung does a superb job of narrating the series. The program is the recipient of several awards:

--George Foster Peabody Award, 1980

--Broadcast Media Award, San Francisco State University, 1980

--Award for Innovative Instructional Television Production, Southern Educational Communications Association, 1980

--Red Ribbon, 23rd Annual American Film Festival, New York City, 1980

--Award program promotion, National Association of Educational Broadcasters, 1980

--Award for Animated Open, National Association of Educational Broadcasters, 1980

14. WINNING "JUSTICE FOR ALL"

Project Director:	Beryle Banfield
Publisher:	Council on Interracial Books for Children
Publication Date:	1980
Grade Level:	5-6
Materials and Cost:	Student workbook, paperbound, 145 pp, $3.25 each for single copies, $2.50 each for 30 or more copies; teacher's edition, paperbound, 114 pp, $10.00; 3 filmstrips/cassettes, $27.50 each; entire packet, $70.00
Subject Area:	Language arts, multiethnic education, nonsexist education, social studies

Overview

Winning "Justice for All" is a curriculum designed for upper-level elementary students. Its three modules focus on stereotypes, how sexism and racism operate in our society, and how to fight sexism and racism. Each module is accompanied by a filmstrip/cassette and a variety of activities. The teacher's edition contains reproductions of the student workbook, the scripts of the filmstrips, background readings, and detailed instructions for each lesson. The curriculum was developed over a two-year period with funding from the Women's Educational Equity Act Program of the Department of Education; it was field tested in 13 schools throughout the United States.

Required or Suggested Time

This program includes 35 main ideas with accompanying activities. Time required is noted for each activity, with a minimum and maximum given where appropriate. If the material is presented as a unit, using all the activities, nine to fourteen weeks would be required. Individual activities or modules can be used for shorter time periods. The longest module is the first, requiring four to six weeks.

Intended User Characteristics

The materials were designed for students in grades 5 and 6. A reading analysis indicates the materials are at the 7th-grade level (based on the Fry graph). However, the developers note: "This is admittedly a demanding and, in some respects, a highly cognitive curriculum. However, on the basis of the field test experiences, we feel quite secure in stating that those who respond to the challenge of the material will find it exciting, rewarding, and productive." Ample directions and background information are given to enable teachers to use the material without difficulty.

Rationale and General Objectives

The inequitable status of women and minorities in American society is a problem which requires the attention of all. The developers believe that we must teach about this problem and its solution so that students "may become future decision makers who are concerned about equity and are equipped with the skills of processing information related to necessary institutional change." The major objective is to "increase students' understanding of institutional discrimination--both sex and race--and to develop their motiva-

Data sheet by Frances Haley.

tion and ability to challenge institutional inequities in education and in society." Specific objectives are given for each main idea activity. For example, for the main idea, "Girls and women have been victims of unfavorable stereotyping," the objectives are: "Students will: recognize that adjectives used to describe behavior of females are less favorable than those used to describe behavior of males [and] recognize that words can reinforce stereotypes."

Content

The content focus of this curriculum package is institutional sex and race discrimination. The materials are divided into three modules. Module 1, "Stereotypes and Their Use," defines the term stereotype, presents lessons on stereotypes of men and women and how they have been harmful, and investigates stereotypes of such minority groups as Asian Americans, Hispanics, blacks, and Native Americans. Other lessons examine how stereotypes are spread, how they make the victims feel, and how they can be disproved. The culminating activity is the filmstrip, "The Secret of Goodasme," which reviews the content of the unit.

Module 2 is entitled "How Sexism and Racism Operate." Lessons deal with definitions of sexism and racism, the institutional manifestations of sexist and racist practices, and how they are perpetuated by laws, courts, schools, and businesses. The culminating filmstrip for this unit is "An Equal Chance."

"How to Fight Sexism and Racism" is the title of module 3. After lessons describing the historic and current struggle of women and minorities for political, human, civil, and economic rights, students study ways to fight against discrimination today. The filmstrip for this unit is "Fighting Discrimination."

Teaching Procedures

To develop students' intellectual skills, the developers have chosen an inquiry-oriented approach to instruction. This approach includes small-group work; individual study; examination of issues; interpretation of pictures, graphs, and tables; reading; and writing.

For each main idea, the teacher's edition presents detailed objectives, advance teacher preparation, time required, and step-by-step procedures, including questions for discussion. In addition, the teacher's edition provides a glossary of terms, background reading for the teacher, and statistics on sexism and racism in the United States. Ten ways to analyze children's books for racism and sexism are described, and annotated bibliographies for both teacher and student are provided.

The student book is in workbook form; many of the activities and lessons require students to write answers or comments in response to readings.

Evaluative Comments and Suggestions

The developers report the following about the formal evaluation of the curriculum: "Conducted in accordance with standard research procedures, [the evaluation] indicated quite positively that the curriculum had been markedly effective in achieving the stated objectives of reducing sex role stereotyping among students and of increasing their awareness of how sexism and racism operate in our society. Additionally, teachers reported that their students were heavily involved, enjoying their participation in the curriculum activities."

Because of the high cognitive level of the materials--there is emphasis on facts and factual retention--the materials may be more manageable at higher grade levels. The teacher may also wish to select lessons from each module rather than teaching them all, as some of the main ideas are taught in greater depth than seems necessary.

ANALYSES OF SECONDARY CURRICULUM MATERIALS

TEXTBOOKS

Entry No.	Title	Page No.
15	America Is	49
16	American Spirit	51
17	Economics of Our Free Enterprise System	53
18	Exploring World Cultures	55
19	Free Enterprise in the United States	57
20	Free Enterprise--The American Economic System	59
21	Global Geography	61
22	Human Heritage: A World History	63
23	Inside Television: A Guide to Critical Viewing	65
24	Invitation to Psychology	67
25	Justice: Due Process of Law	69
26	Our World and Its Peoples	71
27	People and Our World: A Study of World History	73
28	People, Places, and Change	75
29	Perspectives	77
30	Personal Law	79
31	Psychology: Exploring Behavior	81
32	This Is Our World	83
33	United States, The: A History of the Republic	85
34	Where Have We Been All These Years?	87

Note: See entry 4 for additional textbooks suitable for use at the secondary level.

15. AMERICA IS

Authors:	Henry N. Drewry, Thomas H. O'Connor, and Frank Friedel
Publisher:	Charles E. Merrill Publishing Co.
Publication Date:	1982 (2nd ed.)
Grade Level:	7-9
Materials and Cost:	Text, hardbound, 768 pp, $13.95; teacher's annotated edition, hardbound, 912 pp, $15.90 (supplemental materials in preparation are a student workbook, teacher's edition of workbook, tests on duplicating masters, and a filmstrip package)
Subject Area:	U.S. history

Overview

America Is presents material for a yearlong U.S. history course at the junior high school level. Like the first edition of the text, this edition presents information regarding social, economic, and political history in chronological order. The content has been largely rewritten, with new material and illustrations added. Such features as personality profiles and sketches of U.S. cities throughout history have been retained, and new skill and concept development features have been added. Ethnic groups and women are given suitable coverage. The teacher's annotated edition includes an extensive introduction to the text, objectives and teaching ideas for each unit and chapter, and answers to all questions in the student text. The primary teaching strategies used are reading and discussion. Other program components were in preparation at the time of this writing.

Required or Suggested Time

The text is designed for use in a one-year course of about 175 days. Each of the text's 28 chapters is divided into four or five sections which require approximately one day each to complete, as do the "City Sketches" and unit reviews and tests.

Intended User Characteristics

America Is is designed for use with junior high school students. A Fry readability test by this analyst indicated that the average reading level is grade 7. Aids to reading are also provided. In the first chapter, a skills section helps students use section and subsection headings to organize their reading. Questions are placed in the margin next to many paragraphs to help students identify what information in the paragraph is central. No special teacher training is required.

Rationale and General Objectives

The authors of America Is describe the text's rationale this way: "While developing significant facts about America's history, the program aims to improve student study skills, to instill an appreciation of history, and to help students gain insights into relationships among the people, ideas, and events that have shaped present-day American society." Specific knowledge and skill objectives for each unit and chapter are provided in the teacher's edition.

Content

The text is organized into nine units, whose titles characterize the United States in the period discussed:

Data sheet by Laurel R. Singleton.

"America Is... Opportunity," "Independence," "Democracy," "Expansion," "Division," "Growth," "Power," "Challenge," and "Change." Within that structure, the presentation is chronological, covering social, economic, and political history from the Ice Age to late February 1981. The text is written in fairly standard textbook prose illustrated with numerous colorful photographs, maps, and charts.

A number of special features in the text should heighten student interest. Each unit includes one or two "City Sketches" which profile American cities from Secota in 1584 to Houston in 1985. Profiles of 35 Americans are also included; some of these Americans are well known--James Madison, Thomas Paine, Albert Einstein--while others will be less familiar to students--the Grimke sisters, Liliuokalani, Herman Badillo. The profiles of cities and individuals draw on primary sources and are particularly notable in their attention to the contributions of women--including feminists--and ethnic groups.

Also included are special one-page features designed to help students develop skills or understand important social studies concepts. Among the 15 skills covered are analyzing pictures, using primary sources, and recognizing trends. Examples of the 13 concepts emphasized are responsibility, imperialism, and abundance.

Review sections at the end of chapters and units reinforce student learning. Each chapter review contains a summary of the chapter's main points, a list of vocabulary words, questions to help students recall and apply what they learned, and a section designed to develop students' ability to use maps, graphs, charts, or tables. The unit reviews each include a time line, a unit summary, unit questions, activities--often involving research--and suggested readings.

Teaching Procedures

The teacher's annotated edition provides an introduction to the program, objectives and teaching ideas for all units and chapters, annotations on student text pages, and a list of answers to all questions in the student text, including those asked in picture captions. The primary teaching procedures are reading and discussion; the teacher's edition provides detailed suggestions for stimulating and developing discussion. For example, after students have read a section of the text entitled "The People of the English Colonies," the teacher is directed to "Take two pieces of paper of equal size. Place one on a desk, and tear the other into several pieces. Hold up the whole piece of paper to represent the total colonial society, and hold up the torn papers to represent the segments that make up the whole society--the various ethnic groups. Review in detail the pertinent text material relating to the ethnic makeup of the colonial population." Such other activities as electing a class mascot, role playing interviews with historical Americans, and using audiovisual materials are suggested less frequently.

Evaluative Comments and Suggestions

The second edition of this text is essentially a new book--rewritten and expanded. The extensive coverage of social, economic, and political history, the seventh-grade readability level, and the detailed suggestions for class discussions provided in the teacher's edition will make this text particularly attractive to teachers who employ a read-and-discuss approach. Those who stress action-oriented learning will need to spend additional time preparing and planning activities if they select this text.

16. AMERICAN SPIRIT: A HISTORY OF THE UNITED STATES

Author:	Clarence L. Ver Steeg
Publisher:	Follett Publishing Co.
Publication Date:	1982
Grade Level:	8
Materials and Cost:	Text, hardbound, 800 pp, $13.68; annotated teacher's edition, hardbound, 896 pp, $18.24; set of 114 duplicating masters, $19.98
Subject Area:	U.S. history

Overview

American Spirit presents a chronological history of the United States for junior high students. The content begins with Native Americans and ends with a look to the future. The material is well-researched and up to date. Clearly defined student objectives are stated for each chapter. The distinguishing characteristic of this text is the focus on developing understanding, investigative, and analysis skills in students.

Required or Suggested Time

American Spirit is organized into six units of six chapters each. The six-by-six organization enables a teacher to assign one chapter per week over a typical 36-week school year, provided there are no interruptions in the school calendar. The annotated teacher's edition suggests how daily assignments can be made.

Intended User Characteristics

The text can be used with average eighth-grade or higher-level students. In this analyst's judgment the text should not be used with students below the eighth grade as there is considerable student reading involved. On the Fry readability graph, the average readability level is 8.5. According to the publisher, representative reading level scores based on the Dale-Chall Formula/Williams Revised Table are at grade 6. No special qualifications or training are required of the teacher.

Rationale and General Objectives

According to the author, history is a chain of causes and effects brought about by people. Thus, history is the study of effects (events) and an analysis of probable causes. The author believes students should examine their own historical foundations, should hold values of loyalty and patriotism, and become aware of their own potential contributions to history.

The following are major student goals: (1) knowledge of the sequential development of the settlement, growth, and expansion of the territory now known as the United States from the times of its earliest inhabitants to the present, (2) a historical foundation on which to base loyalty, patriotism, and citizenship, (3) instructional skills that assist in the study and interpretation of history, (4) recognition of and appreciation for the contributions of the many ethnic and other minority groups that have participated in the formation of the United States and the American spirit, and (5) an awareness of the worth and need of their own contributions to the further development of the United States and the American spirit. The annotated teacher's edition presents chapter objectives stated in behavioral terms.

Data sheet by James E. Davis.

Content

The content of American Spirit is presented chronologically. The six unit titles are: "Settling the Americas," "Forming the Nation," "Building the Nation," "Saving the Nation," "Transforming the Nation," and "Emerging as a World Leader." Each unit begins with a skills development chapter--understanding time, place, and graphics; using historical sources; analyzing historical decisions; determining historical focus; and analyzing the mass media are among the skills covered. Following the skills chapter are four chapters which convey the historical narrative. For example, the four chapters in the second unit are "Rebellion in the Colonies," "A New Nation," "The Constitution's First Test," and "Republicans in Power." In each unit is a "Lifestyles" chapter which discusses families and homes, values and learning, and work and play during the period covered in the unit. Each unit ends with a history workshop that asks students to recall factual material, apply reading and/or thinking skills to a problem, and do various kinds of projects related to the unit's content. For example, in the history workshop at the end of the "Saving the Nation" unit, students are asked to name Confederate leaders and battles, to work through the decision process to escape to freedom as Frederick Douglass might have done, and to create a news story related to the Civil War.

Teaching Procedures

In the annotated teacher's edition, each chapter is organized by student objectives stated in behavioral terms, main content themes of the chapter, supplementary reading, and daily teaching strategies organized by chapter subthemes. For example, in Chapter 9, "A New Nation," one objective is that students should be able to "classify individuals as Loyalists or as Patriots and battles of the Revolution as British or American victories." The main theme related to this objective is "some women, blacks, and Native Americans, as well as other people in the colonies, were loyal to the Crown. Others took the side of the Patriots." The daily teaching strategy related to the objective has the students (as they read the assignment) prepare a list of all individuals mentioned in the section and other sections of the chapter and classify each as a Patriot or a Loyalist.

Daily teaching strategies are organized around assigned daily reading. The strategies have some variety including individual tasks, small-group tasks, and discussion questions. Also included in the text are additional suggestions for aiding student learning.

Evaluative Comments and Suggestions

It is clear to this analyst that the author has carefully thought through the content structure of the book, the student objectives, and the accompanying teaching strategies with student interest in mind. The narrative is interesting reading and the accompanying pictures and graphics are well done and meaningful to the learning experience. Unlike many junior high school history texts, this text has a sound concentration on student skill development. The teacher material is clearly written and easy to use. Although it is not stated, teachers should have ample flexibility in using the material with associated media. One potential drawback in using the text is the extensive amount of reading required if the book is to be finished in a year.

17. ECONOMICS OF OUR FREE ENTERPRISE SYSTEM

Editors:	Kenneth W. Brown and Allen R. Warner
Publisher:	McGraw-Hill Book Co. (Gregg Division)
Publication Date:	1982
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 408 pp, $9.99; teacher's guide, paperbound, 96 pp, $3.38
Subject Area:	Economics

Overview

Economics of Our Free Enterprise System is a secondary economics text designed to make students economically literate. Designed primarily for use in a one-semester course, it can be stretched to cover a year. The "building-block" presentation focuses on developing understanding of basic economic concepts, the ideal free enterprise system, and the American economic system. Special text features include chapter summaries, definitions of terms in text, review and discussion questions, and activity suggestions. The teacher's guide delineates objectives and provides chapter-by-chapter teaching suggestions along with unit tests and keys.

Required or Suggested Time

The text's six units are designed to provide more than enough material for a one-semester program, thus permitting teachers to select materials to emphasize. The developers do recommend that the first two units be taught in their entirety to provide the necessary foundation for understanding the rest of the material, which can be presented in a variety of configurations. The entire text does provide adequate material for a year's work. No specific time allotments are given for use of the text's 32 chapters. Teachers will also need to spend time out of class developing day-to-day lesson plans.

Intended User Characteristics

Economics of Our Free Enterprise System is intended for students in grades 9-12. While the publishers report a readability level of 7-8 (Dale-Chall), a Fry test by this analyst indicated an average reading level of beginning 11th grade. This higher score on the Fry test is largely due to the number of technical terms used. Some aids to readability are incorporated into the text. Chapters are short and divided into smaller sections. New terms are presented in bold type and defined in italics. Numerous illustrations, graphs, and tables offer visual support.

No special teacher training is needed, although some background in economics would be helpful. Teachers with little previous training in the area should read the background material for each chapter presented in the teacher's guide.

Rationale and General Objectives

The publishers state that "courses on economics and free enterprise at the secondary level...have the task of explaining to students the economic side of American life and of integrating any ideas that students may have developed about free enterprise in America." Economics of Our Free Enterprise System focuses on a basic understanding of economic theories as groundwork for understanding free enterprise and the American economic system. The under-

Data sheet by Carol H. Krismann.

lying objective of achieving this understanding is to make students economically literate. Specific objectives for each chapter are presented in the teacher's guide. Virtually all of these objectives stress knowledge acquisition.

Content

The text's 32 chapters are organized into three building blocks, moving from the general to the particular. The first six chapters comprise a unit devoted to basic economic concepts and the essential elements of an economic system. Three types of economic systems are described, and some quantitative means of measuring economic systems are offered.

The second unit contains four chapters focusing on how an ideal free enterprise system works. Supply and demand, profit, and competition are examined.

The succeeding four units cover the economics of the American economic system. Unit 3's six chapters provide an overview of the unique characteristics of the American economic system. Chapters in unit 4 focus on how business operates and the role of production, marketing, credit and finance, and organized labor. The fifth unit, "You and American Free Enterprise," contains chapters on economic freedoms and the individual's roles as entrepreneur, worker, investor, consumer, taxpayer, and citizen. The final unit includes four chapters that examine the role of the United States in the world economy. A glossary and index conclude the text.

Teaching Procedures

A number of teaching aids are provided in the student text. Chapter summaries highlight important points of each chapter. End-of-chapter learning activities supplement the text through a review of basic terms and concepts, discussion of issues and problems, and suggested individual and group research activities. There are no unit summaries or activities.

The teacher's guide provides an introduction and overview of the text and its units, chapter-by-chapter teaching suggestions, additional sources of information, and unit tests with keys. The guide clearly defines objectives, delineates course options, and describes special text features. Two pages are devoted to each chapter. Included are background information, learning objectives, suggestions for activities to do before and after reading the chapter, a list of key words, answers to the review and discussion questions in the student text, and a short paragraph about the projects in the student text. Activities are traditional, focusing primarily on research and discussion. Some interviewing, letter-writing, role-playing, and debating activities are included. The unit tests and a comprehensive test include true-false, multiple-choice, completion, and matching questions. Factual recall is stressed.

Evaluative Comments and Suggestions

Economics of Our Free Enterprise System is a logically organized and easy-to-use text. The building-block presentation of content should work well with students who know little or nothing about economics. Activities, though traditional, emphasize research skills and reinforce the material presented in the text. Many teachers would probably have appreciated some activities which help students develop the skills needed to use the many information-packed tables, graphs, and charts presented in the text; such activities are notably missing.

18. EXPLORING WORLD CULTURES

Authors:	Esko E. Newhill and Umberto La Paglia
Publisher:	Ginn and Co.
Publication Date:	1981 (3rd ed.)
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 623 pp, $13.35; teacher's annotated edition, hardbound, 655 pp, $14.90
Subject Area:	Area studies, world cultures

Overview

The 1981 edition of Exploring World Cultures is the third version of a text focusing on non-European culture areas of the world. The text covers the geography, history, social structure, economy, political system, and cultural contributions of eight world regions--the Middle East, Africa south of the Sahara, India, China, Japan, Southeast Asia, the Soviet Union, and Latin America. The major differences between the 1981 and 1977 editions are updated lists of films and filmstrips, books, periodicals, and organizations in the teacher's edition and revisions of the text, particularly related to political and economic developments. The 1981 edition would not be considered a major revision. The teacher's annotated edition contains some suggested teaching strategies, focusing particularly on map and globe, reading, and writing skill development.

Required or Suggested Time

The text is suited for a one-year course. The authors indicate that each of the eight units is designed to be taught in four or five weeks. However, to provide flexibility for student interest and teacher expertise, more or less time may be spent as needed, provided a minimum of two weeks is devoted to each unit. Selected cultures might be taught for six-, nine-, or eighteen-week courses.

Intended User Characteristics

The average reading level of the text, based on a Fry readability analysis, is 11th grade. However, individual passages ranged from 7th grade to beyond college level. Average and above-average high school students should have no trouble with the material. Background knowledge of the various cultures would be helpful to the teacher, but is not required.

Rationale and General Objectives

The authors have designed a text which (1) avoids political history and (2) does not focus solely on Europe. They believe that students must be taught to "avoid interpreting the behavior and customs of other peoples in terms of our (author's emphasis) motives and norms." Rather, "human behavior should be interpreted within the framework of standards prevailing in the society under study." The authors caution the teacher to avoid ethnocentrism and stereotyping and to stress basic commonalities of humanity without presenting a homogenized picture of world cultures. Broad, general purposes and individual learning objectives are presented for each unit. For example, a purpose from unit 1, "The Middle East," is: "To examine the cultural contributions of Islamic civilization." A learning objective from this unit is: "The student will discuss Islam as a way of life by identifying and

Data sheet by Frances Haley.

explaining the social importance of: Five Pillars of the Faith, Ramadan, pilgrimage, alms, creed, mosque, fasting, prayer."

Content

The text is divided into eight units, preceded by three introductory chapters. The first chapters define culture, discuss its evolution, and examine similarities and differences among cultures. Each of the eight units focuses on one area of the non-European world: the Middle East, Africa south of the Sahara, India, China, Japan, Southeast Asia, the Soviet Union, and Latin America.

The units follow a consistent six-chapter format; the chapters are devoted to geography, history, society, economy, political system, and cultural contributions. The chapters on cultural contributions include such areas as mathematics, science, medicine, art, and literature. The chapters on society focus heavily on religions and family life.

Most of the maps, charts, pictures, and other illustrations are in black, green, and white; however, the text also includes four-page color spreads of pictures showing various aspects of each of the culture areas.

Teaching Procedures

Some teaching aids are built into the student text. Activities to check reading comprehension and vocabulary are included within and at the end of chapters. At the end of each unit, a bibliography and a section entitled "Exploring This Unit Further" are included. The "Exploring" section suggests eight to ten further activities the student can pursue alone or with a group. The majority require further reading, writing, or research.

The annotated teacher's edition contains a section on skill development for each unit. These provide suggestions for map, reading, and writing skill activities and activities to test value positions. Working with historical sources and making charts are also included. The teacher must select activities to pursue and assist students in obtaining additional suggested resource materials.

Evaluative Comments and Suggestions

Those already using this text will not find much new material in the 1981 revised edition. The resource list in the teacher's edition has been updated and changes have been made in the student text, particularly related to political and economic events. However, close attention has not always been paid to these revisions. For example, in the unit on Africa south of the Sahara, the chapter on the economy contains a section on the Aswan Dam. The 1981 edition has been updated to reflect the completion of the dam and its effects on the economy; however, at the end of this section, one of the review questions is still: "What are the expected results of the completion of the Aswan Dam?" A suggested activity in the unit on China is "Organize a panel discussion on the topic: Formal diplomatic relations should be established between the United States and the People's Republic of China." The preceding text indicates that diplomatic relations were established in 1979, making such a debate rhetorical. The teacher will want to carefully check suggested activities to make sure they are relevant to the updated text.

19. FREE ENTERPRISE IN THE UNITED STATES

Authors:	Eugene D. Wyllie and Roman F. Warmke
Publisher:	South-Western Publishing Co.
Publication Date:	1980
Grade Level:	10-12
Materials and Cost:	Text, hardbound, 520 pp, $8.97; teacher's guide, paperbound, 160 pp, no charge; student workbook, paperbound, 158 pp, $3.81; seven tests, $0.57
Subject Area:	Consumer education, economics

Overview

Free Enterprise in the United States is an adaptation of another South-Western Publishing Co. text, Consumer Economic Problems (9th ed.). The text was designed to meet the mandates of a number of states that require a course in the economics of free enterprise. The general objective of the course is to provide high school students with the opportunity to acquire knowledge and understanding of the economic system in the United States and its impact on the American way of life. Teachers using the text are free to choose a balance between the two general content areas, depending on student abilities and interest and the length of the course being taught. Teaching strategies suggested in the teacher's guide offer some variety for in- and out-of-class activity.

Required or Suggested Time

Free Enterprise in the United States is designed for a full-year course in free or private enterprise or personal economics. It can also be used in a one-semester course highlighting the nature of free enterprise or focusing on personal or consumer economics. If a one-year course is planned, the teacher may want to consider supplemental use of three sets of filmstrips, entitled The Free Enterprise System, available from the publisher.

Intended User Characteristics

The text is suitable for use by above-average students in grade 10 and average or above-average 11th- and 12th-graders. This analyst found the reading level based on the Fry readability scale to be 11th grade. A solid background in economics would be helpful in presenting a balanced course, although a teacher who becomes very familiar with the materials prior to use may be able to teach a successful course without such a background.

Rationale and General Objectives

The authors cite the historical legacy of the United States, pointing out that our democratic form of government has as a critical cornerstone a free enterprise economic system. A major part of the course rationale is the following quote from the teacher's manual: "Despite threats that communism would bury us and despite evidence from time to time of creeping socialism, the United States with its democratic form of government and free enterprise form of economic system has withstood these attacks to maintain for itself and its citizens a position of prominence and envy the world over." The authors go on to emphasize that it is important to safeguard the free enterprise system. To quote: "...it is essential that we, as citizens, understand our political and economic heritage and understand and

Data sheet by James E. Davis.

carry out responsibly our roles as citizens in this great nation."

Major objectives of the course are centered on the three roles fulfilled by the individual--worker (producer), user (consumer), and an individual and collective decision maker (citizen/voter). The authors believe four areas of student understanding should be developed in the course: (1) relationships that exist among the major components of the economy--producers, consumers, government, and the foreign sector; (2) interrelationships between personal and aggregate economic analysis; (3) interrelationships between economic analysis and problems of society (e.g., inflation, crime); and (4) roles an individual performs as a worker, and as an individual and collective decision maker.

Content

Free Enterprise in the United States is organized into seven parts. The first five parts focus mainly on institutional aspects of the economy. According to the authors, these five parts are "devoted primarily to the operation and the unique qualities of the free enterprise system."

The first part, regarded by the authors as crucial to any course using this text, covers the nature of free enterprise. The second part focuses on the nature of the business enterprise, including production, marketing, labor-management relations, and the role of government. The next three sections allow students to probe such aspects of the economy as economic growth and stability, national income and associated policy, and the U.S. financial system.

The last two parts of the text are devoted to the functioning of the individual in the economy. Financial planning and individual roles in the economy are considered, and students are exposed to problems related to income management, purchasing of goods, use of credit, insurance planning and buying, housing, advertising, consumer protection, and legal relations and the consumer.

Teaching Procedures

The authors stress variety in instruction and give some suggestions for field trips, debates, speakers, and use of reference material. The bulk of the teacher's guide is devoted to providing answers to questions in the student text and workbook.

Each chapter in the student text begins with a statement of specific student learning outcomes, followed by student reading. At the end of each chapter is a series of review questions, discussion questions, application problems, and community projects. The student workbook (called a supplement) is designed to enrich chapter discussion and provide personal applications of the content learned. The workbook includes true-false self-tests, crossword puzzles, current news articles for analysis, vocabulary exercises, fill-in-the-blank questions, and data analysis. A testing program accompanies the text.

A filmstrip series, The Free Enterprise System, can be used as a media supplement to the course.

Evaluative Comments and Suggestions

In preparing this text the authors reviewed a number of state curriculum guides to ensure that the book "provided acceptable and complete coverage of state educational objectives for a course in free enterprise." Based on this analyst's judgment of the status of free enterprise education in the United States, the authors have indeed met most of the requirements for free enterprise education in most states. One of the difficulties in teaching this kind of content is that free enterprise--in addition to being one method of economic analysis--is a value-loaded term. Throughout the text and the student workbook, there are a number of examples of bias on behalf of the business sector and away from government involvement in a system of enterprise that never has and is not likely to be truly competitive in the way that economists would define a system of enterprise that is "free."

20. FREE ENTERPRISE--THE AMERICAN ECONOMIC SYSTEM

Authors:	Robert F. Smith, Michael W. Watts, and Vivian D. Hogan
Publisher:	Laidlaw Brothers
Publication Date:	1981
Grade Level:	10-12
Materials and Cost:	Text, hardbound, 320 pp, $6.99; teacher's guide, paperbound, 100 pp, $1.89
Subject Area:	Economics

Overview

Free Enterprise--The American Economic System is designed for use in a one-semester senior high school economics course, but each of its four units can stand alone as a mini-course. The text focuses on the American economic system through its presentation of basic economic terms, concepts, issues, and processes. By simultaneously presenting students with social studies skill development activities and special features designed to relate the study of economics to real life, the authors hope to involve students directly in the economic process. The teacher's guide offers suggestions for teaching strategies, classroom discussion, learning activities, supplementary reading, and unit tests.

Required or Suggested Time

Free Enterprise was designed as the basic text for a one-semester course. Each of its four units, however, can be used alone for shorter courses or for other specific curriculum needs. The teacher's guide does not suggest the time required for each unit, but two or two and one-half weeks per unit appears to be adequate.

Intended User Characteristics

The publisher suggests that Free Enterprise be used with high school students. However, the reading level of the materials and the vocabulary make it most appropriate for students in grades 11 and 12. According to the Fry graph, the reading level is 11.5. To assist in vocabulary development, the text italicizes new and unfamiliar terms and defines them in context. Chapter reviews offer term identification exercises. A glossary is provided at the end of the text. Free Enterprise can be used with students who have no background in economics as well as those who have some.

Rationale and General Objectives

Free Enterprise was designed, according to the publisher, to meet two important goals: (1) to help students "to understand the structure and operations of the American economy" and (2) to help students "to recognize and appreciate the American economy as a system in which the individual is the major decision maker and owner of property." Specific objectives include teaching basic economic concepts and principles through a focus on the American economy and teaching social studies skills, consumer skills, and economic decision making. Economic analysis and problem solving are emphasized as well. The objectives of each unit and chapter are clearly stated in the teacher's guide.

Content

The student text focuses on the American economic system, covering

Data sheet by Carol H. Krismann.

basic economic concepts and principles, as well as the development, framework, and distinctive characteristics of the American free enterprise system. The material is organized into 16 chapters divided into four units. Unit 1, "The Study of Economics," introduces economics and economic terms and provides an overview of the American economy, including its history and development. It also describes other systems, such as socialism and communism.

Unit 2, "The American Economy in Action," covers the roles of production and the market, profits and competition, income and the market system, and the role of the consumer. Unit 3, "The Organization of American Capitalism," discusses business organizations such as partnerships, proprietorships, and corporations; the role of labor in America; money and the banking system; and the role of government in the economy. The final unit, "Challenges Facing our Free Enterprise System," presents an overview of domestic and international challenges relating to growth and stability, foreign trade, and the balance of payments. The unit also includes a comparison of the Japanese, British, and Soviet economic systems and a discussion of the future of American capitalism.

Organizers used throughout the text are section check-ups, chapter summaries, and chapter reviews. Unit summaries present discussion questions, recommended reading, and a section entitled "Economics at Work," which is designed to involve the students directly in the economic decision-making process. In these exercises students are asked to plan the junior-senior prom, finance a used car, expand a hypothetical business, and decide where to purchase products for a clothing store. Four kinds of special features are interspersed throughout the text, including social studies skills exercises, consumer education situations, career information, and biographical sketches of successful entrepreneurs. Skills covered include interpreting graphs and tables, using statistical tables, calculating interest rates, and interpreting political cartoons. The consumer education features cover the social security system, buying a new automobile, unit pricing, and check writing.

Teaching Procedures

The introduction to the teacher's guide for Free Enterprise provides an overview of the guide and the purposes and organization of the student text. For each section, chapter, and unit in the text, the guide provides educational objectives, opening suggestions, performance objectives, instructions for using the special features, a list of important ideas and supplementary materials, ideas for projects, and answers to section and chapter questions. Activity suggestions in the guide include making an economic journal, researching the economic ideas of famous Americans, preparing a skit demonstrating the need for a well-balanced budget, and interviewing various types of homeowners.

The guide also contains tests for each unit. These 50-item tests are divided into four parts: identifying terms (matching), economic facts (true-false), economic understanding (multiple choice), and using social studies skills (multiple choice).

The final part of the teacher's guide offers a list of free or low-cost supplementary materials, many of them government publications, and an extensive reference bibliography.

Evaluative Comments and Suggestions

Free Enterprise is a well-written basic economics textbook that is logically organized and informative. Given its focus on the American economic system, it presents a good foundation for further study of the economic situation today. The suggested activities are traditional in approach.

21. GLOBAL GEOGRAPHY

Authors:	Preston E. James and Nelda Davis
Publishers:	Macmillan Publishing Co., Inc.
Publication Date:	1981
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 598 pp, $14.85; teacher's annotated edition, hardbound, 694 pp, $15.60; workbook, paperbound, 156 pp, $2.70; teacher's edition of workbook, paperbound, 156 pp, $2.70; tests on duplicating masters, paperbound, 30 pp, $10.20
Subject Area:	World geography

Overview

Global Geography is a complete update of The Wide World: A Geography published in 1972. The book has a new copyright by virtue of a number of major changes. A section entitled "Using Maps and Atlases" has been added at the book's beginning to teach basic map skills. This is followed by a brief introduction to geography and geographers' methods, a definition of the term culture region, and a description of how the book is laid out. The first unit, "The Human Use of the Earth," is also new. A global view of geography is presented in a broad look at culture, technology, environment, habitat, and land use. Problems of change and transition are also discussed. Previously, the first section was an historical account of the development of geographic knowledge. The remainder of the book is very similar to The Wide World with the following changes. The Africa unit has been completely rewritten and other units have been revised to eliminate bias and Western chauvinism. The order in which the culture regions are presented has also been changed, with North America now first. The text is accompanied by a teacher's edition, student workbook, and tests.

Required or Suggested Time

The teacher's edition presents a suggested time schedule for a 36-week school term, allowing for two weeks of review and testing. Although it is indicated that suggestions for using the textbook for a semester are given, these suggestions are minimal. The teacher will have to develop plans if the book is to be used for other than a one-year program.

Intended User Characteristics

The text is written for use in a secondary world geography class. The publishers report that the text can be read by an average eighth-grade student. This assessment was based on 57 samples, using the Dale-Chall modified readability formula. The range of grade levels within these samples was from grade 5.8 to 13.5. This reviewer's analysis of six samples, using the Fry test of readability, showed an average readability of grade 12. Many geographic concepts and names of foreign cities and countries contribute to this high average. The teacher is given ample instructions for presenting the materials; however, a general background in geography would be valuable.

Data sheet by Frances Haley.

Rationale and General Objectives

Global Geography is based on the theory that the subject matter of geography is the complex "relationship between the physical environment and human beings and their culture." The text emphasizes the "interdependence of physical and cultural factors and the influence this interdependence has on human economic, political, and social systems." General goals are given for each unit and specific objectives for each chapter within a unit. For example, a goal in the first unit is: "to appreciate the role of culture in shaping the earth." A specific objective for chapter 1 from this unit is to "describe how language families and subfamilies evolved."

Content

Global Geography has four distinct sections. The first section teaches the student how to use maps and atlases. A 12-page atlas contains maps of seven world regions and the United States. A separate chapter defines geography, describes what a geographer does, and explains the purpose and structure of the text. The third major segment of the text discusses culture, technology, environment, and resources, and how these factors--working as a system--can account for similarities and differences between world regions. The bulk of the text is devoted to the world's 11 culture regions: North America, South America, Western Europe, Soviet Union, North Africa-Southwest Asia, South Asia, Southeast Asia, East Asia, Africa, Australia-New Zealand, and Pacific. Each culture region represents a unit. The first chapter in each unit covers habitat and settlement. The rest of the chapters are sometimes on specific countries and sometimes on groups of countries.

"Back-of-the-book" material includes a statistical profile of the 11 regions, a metric conversion chart, a glossary, and an index. Data in the statistical profile includes country and capital names, and, for each country: area by square mile and kilometer, population, percent of the labor force in agriculture, GNP per capita, life expectancy, exports, and imports.

Teaching Procedures

The teacher's edition of Global Geography contains a teacher manual at the back of the text. This manual contains both unit and chapter strategies. The unit plans include an overview, goals, background information, bibliographies, and map exercises. Chapter plans include a chapter summary, objectives, suggested teaching strategies, and answers to end-of-chapter questions. Unit and semester tests are also included in the manual.

Throughout the text, annotations suggest activities and discussion questions. At the end of each chapter in the student text, factual questions and a vocabulary are given. In addition, three parts of this section can be used by the teacher in planning instruction: "Understanding Maps," "Exploring Ideas," and "Extending Your Horizons." A workbook is available; it contains a factual review, vocabulary exercises, reading and writing skill exercises, and map skill exercises. The test manual has duplicating masters of the tests contained in the teacher's manual.

Evaluative Comments and Suggestions

Global Geography is a world geography text which can be described as "typical." The division of world areas into culture regions should help the students understand how regional cultural, economic, political, and social systems develop. The teaching strategies and the book's content are standard; that is, they require reading, discussion, and a great deal of factual recall. The suggestions in the teacher's manual for individualizing instruction are much more exciting that the "read-and-discuss" strategies recommended for primary presentation of the text material. With careful planning, a teacher could combine these with chapter activities for a more stimulating and interesting instructional approach. If all the suggested map activities are used, students should become proficient in map reading.

22. HUMAN HERITAGE: A WORLD HISTORY

Authors:	F. Kenneth Cox, Miriam Greenblatt, and Stanley S. Seaberg
Publisher:	Charles E. Merrill Publishing Co.
Publication Date:	1981
Grade Level:	6-10
Materials and Cost:	Text, hardbound, 660 pp, $13.50; teacher's annotated edition, hardbound, 800 pp, $15.75; student activity book, paperbound, $3.66; teacher's edition of activity book, paperbound, $4.41; evaluation program on duplicating masters, $28.50
Subject Area:	World history

Overview

Human Heritage: A World History is intended to provide thorough coverage of ancient and medieval history and a less-detailed overview of modern history for students in grades 6-10. The text employs a chronological/topical approach. Such key concepts as cultural values, democracy, revolution, and change and continuity are highlighted to help students understand that human ideas and actions are vital elements in history and that people have contributed to our human heritage. The teacher's edition provides objectives, activities, teaching methods, and a general overview of information in each of the text's 40 chapters. The suggested activities are varied enough that some will be applicable to all ability levels and individual class needs.

Required or Suggested Time

The text is designed to provide material for a one-year introductory world history course. The teacher's edition suggests that teachers should be able to devote up to eight days to each of the 40 chapters. Since no specific time allotments are suggested for individual activities, the actual time used on a particular chapter will depend on how many of the suggested activities are undertaken. The accompanying student activity book has 13 sections (one for each of the textbook's 13 units) which contain reinforcement and skill-building activities. Again, time spent will depend on the number of activities selected.

Intended User Characteristics

Human Heritage is designed for students in grades 6-10. The straightforward and lively narrative style, combined with short chapters, map and photo aids, summary review sections, and the controlled reading level (averaging grade 6 on the Fry readability scale) result in a text which is suitable for average pre-high school students and average to below-average high school students. The variety of suggested activities also permits teachers to tailor the course to individual student and/or class abilities.

Rationale and General Objectives

Human Heritage has been written to help students "think conceptually and critically about the past and to appreciate the complexity and variety of human interrelationships" and to "learn that they live in history, that their present is a product of the past, and that their future is an outcome of the present." It works toward these objectives through an interdisciplinary

Data sheet by Diana Beer.

approach which shows how different civilizations, Eastern as well as Western, have interacted throughout recorded history. The authors believe that the basic knowledge and skills necessary for an understanding of human heritage are better encouraged through this combined chronological/topical treatment than through a more traditional approach that stresses disconnected names and dates over human ideas and actions.

Content

Human Heritage: A World History provides an overview of Western and nonwestern history, with emphasis on ancient and medieval periods. The text is organized in 13 units containing 40 chapters. Unit titles are "Prehistoric Times," "The River Valley Civilizations," "Ideas and Armies," "The Greeks," "The Romans," "The Early Middle Ages," "Flowering of the East," "The Age of Feudalism," "The Late Middle Ages," "The Beginning of Modern Times," "The Changing World," "Nations and Empires," and "The Twentieth Century."

Each chapter opens with a colorful photograph illustrating the chapter topic--for example, one chapter on Greek civilization opens with a photograph of a Greek vase to illustrate Greek contributions to the arts. The chapters are organized into clearly marked sections and subsections, with topic headings and important vocabulary words printed in bold type. Vocabulary words are also defined in context. Maps, charts, time lines, and illustrations are used profusely. Chapter reviews, discussion questions, and tips on using maps conclude each chapter.

Each unit also includes a special two-page feature which focuses on people or events important in or representative of the historical period discussed. For example, the "Cultural Close-up" for the unit "The Early Middle Ages" is an introduction to the Han and T'ang dynasties of China. Each unit concludes with a review section including a summary of main points, suggested reading, review questions, and activities to develop such skills as comparing and contrasting, analyzing and synthesizing, and reading maps and charts.

Teaching Procedures

Students begin each unit by reviewing a two-page color time chart that includes photos and illustrations of important events, people, or places covered in the unit. Students are expected to consider the overview questions accompanying each time chart to gain a general idea of the themes and topics of the unit. At the conclusion of each unit students review the main ideas of the unit, participate in skill-developing activities, undertake a wide variety of unit projects and supplementary activities, and do suggested reading.

Additional teaching procedures are suggested at the beginning of each chapter in the well-organized teacher's annotated edition and at the end of each chapter in the student text. Teachers begin each chapter with an overview of objectives, background information, and suggested teaching ideas. Teaching ideas include having students read and comment upon specific passages, fill in exercises in the chapter review, identify and define vocabulary works in the text and in the "Building Vocabulary" section in the chapter review, discuss issues and events in class, review major chapter facts, and develop map skills by working with the "Using Maps" section at the end of each chapter.

Evaluative Comments and Suggestions

This text's easy-to-read style and lavish illustrations should help students gain insights into our human heritage, particularly into contributions of the ancient and medieval periods. A noteworthy feature of the text is its attempt to trace developments in the nonwestern world which paralleled developments in the Western world. Teachers contemplating adopting this text should, however, realize that the coverage of the modern world is minimal--the 20th century isn't introduced until chapter 38 of the 40-chapter textbook.

23. INSIDE TELEVISION: A GUIDE TO CRITICAL VIEWING

Author:	Ned White
Publisher:	Science and Behavior Books, Inc.
Publication Date:	1980
Grade Level:	10-12
Materials and Cost:	Text, hardbound, 161 pp, $12.00; teacher's guide, paperbound, 46 pp (includes 46 reproducible student worksheets), $10.00
Subject Area:	Economics, language arts, social studies, sociology

Overview

Inside Television was produced jointly by WGBH Educational Television of Boston and the Far West Laboratory for Educational Research and Development to help students become more discriminating and selective viewers of television. The text can serve as the basis of a one-semester high school language arts or social studies course or can be used to supplement existing courses. Emphasis is placed on developing thinking skills which students will be able to use in critically examining not only television, but other media as well. The textbook is arranged into seven units, each focusing on a particular topic concerning television. The teacher's guide contains a corresponding unit plan with daily lesson plans for each unit.

Required or Suggested Time

The author states that the materials are most effective when used as the basis for a one-semester high school course. If the teacher follows the lesson plans in the teacher's guide closely, the course will take 78 days to complete. The teacher can, however, choose to use any one or more of the seven independent units to supplement regular social studies or language arts courses. The number of days required to teach individual units ranges from 6 to 15. In addition, the teacher could select a few lessons or activities to integrate into regular courses.

Intended User Characteristics

Inside Television is intended for use by average secondary students in language arts or social studies classes. However, this analyst found the reading level (based on the Fry graph) to be grade 12. Since the content is interesting and appealing, students at the secondary level would be motivated to read the materials and engage in the activities. Each daily lesson plan in the teacher's guide suggests a homework assignment, some of which must be completed out of school. No special teacher preparation or skills are required.

Rationale and General Objectives

The purpose of this text is to help students become more discriminating and selective viewers of television. The philosophy underlying development of these materials is that high school students have not been taught to make effective use of television. Because television greatly influences American lives and behavior, youthful television watchers need to be taught to consciously select programs which will benefit them and to acquire thinking skills which will help them examine television critically.

Specific objectives of the text are to help secondary students understand their reasons for watching television; be aware of the positive and negative aspects of watching television; analyze why they choose certain programs over

Data sheet by Sydney J. Meredith.

others; be able to determine when watching television will be most advantageous for them; learn skills which will help them observe television in a more sophisticated manner; recognize the hidden messages of programs and commercials; and be aware of the impact of the media on their values.

Content

Inside Television presents information on television as a medium and industry and presents activities designed to help students develop critical thinking skills. The textbook is divided into seven units, each focusing on a particular aspect of television. Unit 1, "You and Television," discusses the impact of television on the American viewer and the way that Americans use television. Unit 2, "The Television Industry," presents information about television as a business. Specifically, it deals with the major networks, station groups, the Federal Communications Commission, public television, ratings, scheduling tactics, and how commercial time is bought and sold. Unit 3, "Programs and Production," explains how television programs are developed and produced.

Unit 4, "Selling," assesses commercials, public service announcements, political advertising, and packaging. Unit 5, "That's the Way It Is? TV News," examines news and information programming. It includes a discussion of the Fairness Doctrine, First Amendment rights, and social responsibilities of newspeople. Unit 6, "The Television Environment," probes television's subtle messages and their effect on the viewer. Unit 7, "A Saving Radiance," ponders future technology.

Each unit contains four parts: (1) text introducing the unit and providing factual information about the topic; (2) suggested activities which involve students in individual or group work; (3) readings presenting opinions and information written by producers, actors, critics, advertisers, and other television professionals; and (4) written exercises. Textual information is presented in an objective way, neither extolling the virtues of television nor condemning the medium.

Teaching Procedures

The primary teaching techniques suggested are having students read the text, complete and discuss thought-provoking worksheets and activities, and read articles written by television professionals. For example, in the unit "Selling," students read a brief history of television advertising and then work in small groups to create a product and a marketing strategy. This is followed by reading of an advertising executive's description of how a McDonald's commercial is put together and at-home completion of a worksheet providing a framework for analyzing the techniques used in making commercials.

The activities suggested in the text are quite varied; they include writing exercises, analysis of graphs and tables, interviewing, discussions, and comparisons of newspapers and television. The worksheets also require a range of activities, including logging television programs watched, creating a program schedule, and rewriting program scripts.

Explicit teaching instructions are provided in the teacher's guide. For each unit, the guide contains a brief introduction, suggested time allotment, learning objectives, listing of critical viewing skills addressed, optional activities, a list of films and books relevant to the unit, and daily lesson plans. The lesson plans include a description of in-class activities and a suggested homework assignment.

Evaluative Comments and Suggestions

Inside Television is unique in treating television in a basal secondary text. The very complete teaching instructions provided will be useful for teachers working in an unfamiliar area. Expecting many teachers or schools to institute courses devoted exclusively to television may be unrealistic, however. Thus, more information on how to integrate sections of the text into other classes would have been helpful.

The program has been field tested. For more information, contact the Far West Laboratory for Educational Research and Development.

24. INVITATION TO PSYCHOLOGY

Authors:	Rachel G. Ragland and Burt Saxon
Publisher:	Scott, Foresman and Co.
Publication Date:	1981
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 544 pp, $10.95; teacher's guide, paperbound, 160 pp, $3.99; worksheets on duplicating masters, softbound, 42 pp, $16.80; tests on duplicating masters, softbound, 28 pp, $11.22
Subject Area:	Psychology

Overview

Invitation to Psychology is a new and exciting introductory course developed by two high school teachers for secondary students. The content covered in the text's 16 chapters is presented in a way that reflects research results while appealing to a variety of student interests. Course objectives, as well as objectives for each unit, chapter, and lesson, are clearly stated. The teacher's guide discusses a variety of teaching procedures and provides daily lesson plans. Duplicating masters for student activities and tests accompany the text and teacher materials.

Required or Suggested Time

The text is organized into 16 chapters. In a semester course meeting five days per week, each chapter is considered appropriate for one week's work. However, with the numerous activities suggested in the teacher's guide and the text itself, sufficient material for a year's work is provided.

Intended User Characteristics

Invitation to Psychology was written especially for senior high school students. This analyst found the average reading level according to the Fry formula to be ninth grade. The topics covered in the text should be of considerable interest to secondary students as they approach maturity.

Although no special teacher training is required, some background in psychology would be helpful. In addition, teachers using the materials should become familiar with the American Psychological Association's various guidelines for high school psychology teaching and research before teaching the course. These guidelines are provided in the teacher's guide. Also, sharing the course plan with students and their parents would be advisable, as a number of topics covered may result in unneeded controversy.

Rationale and General Objectives

The authors present a dual rationale for the course: they believe it is important for students to begin thinking like psychologists and to learn more about themselves. The teacher is cautioned that students may have picked up numerous myths about psychology. The authors hope to dispel these myths, helping students learn what makes people behave as they do. Major student objectives for the course are: (1) to master major concepts and theories in psychology and be able to define and use terms appropriately, (2) to learn the basic skills of psychological research, (3) to develop critical thinking skills, (4) to build writing, reading, and discussion skills, and (5) to develop the ability to apply psychological concepts and research knowledge to their own lives.

Data sheet by James E. Davis.

Content

Invitation to Psychology is organized into five units which cover five areas commonly taught in high school psychology courses. Following a general introduction to psychology, unit 1, "Discovering the World," deals with perception, learning, thinking, and intelligence and creativity. Unit 2, "The Cycle of Life," deals with physical and emotional development from infancy through adulthood. "Roots of Behavior," unit 3, addresses biological bases for behavior, emotion and motivation, and consciousness. Unit 4, "Who Are You?," explores the nature of the self, personality, abnormal behavior, and mental health. Unit 5, "You, Others, and Society," discusses interpersonal behavior, social interaction, and the psychological quality of life. A skills handbook at the end of the text introduces students to methods of psychological research. A glossary provides definitions of important terms.

Unique content features are the use of research-based information where possible and inclusion of vignettes highlighting career opportunities in psychology. The text is attractively illustrated with cartoons, reproductions of artwork, interest-stimulating photographs, and colorful graphics.

Teaching Procedures

To attain the stated objectives, students must be able to read the material presented. The text includes a number of aids to interest and assist students in the reading task. Each chapter begins with an "opener"--a case study or other attention-getter. The text that follows is divided into four- to six-page sections. Each section begins with a list of things to find out while reading; section review questions check students' grasp of those items. In addition, "It's Your Turn" activities interspersed throughout the text permit students to make immediate (and private) applications of the reading material. "Close-Up" readings in each chapter--brief descriptions of such topics as biofeedback, violence in sports, and the "Chitling Test"--are designed to provoke class discussion. Each chapter ends with a section of review questions and activities and a chapter test. Units end with experiments that students can conduct and unit tests. Additional chapter and unit tests are provided separately on duplicating masters.

The teacher's guide recommends use of a variety of pedagogical vehicles. Described are lecture/discussion, use of guest speakers, field trips, use of audiovisuals, experiments, small-group work, demonstrations, use of anonymous responses to questionnaires, role playing, gaming and simulation, and term paper assignments. The guide also includes detailed lesson plans. The typical pattern is preparation (usually a student reading assignment), objectives, a motivator (usually an interesting question to be posed to the class), and lesson development. When a topic might lead in a sensitive direction, the lesson plans include a special "Alert!" section. Teachers should watch for and heed these warnings. Additional teaching strategies and the answers to the questions in the student text are provided for each chapter.

The worksheets available on duplicating masters present varied paper-and-pencil activities.

Evaluative Comments and Suggestions

The authors surveyed more than 1,500 teachers to find out what their students were like, what texts were used, what subjects should be covered, and what text features were desired. Following development of the book, some of the initial respondents were asked to review the text. It is clear to this analyst that the authors took suggestions from the field to heart. The text is well-written, is within students' capability to understand, and should hold student interest. The teaching ideas are sound and will, if used properly, provide a varied and rich experience for students.

25. JUSTICE: DUE PROCESS OF LAW

Author:	Isidore Starr
Publisher:	West Publishing Co.
Publication Date:	1981
Grade Level:	10-12
Materials and Cost:	Text, paperbound, 287 pp, $6.50 each for 1-24 copies, $5.75 each for 25-99 copies, $5.20 each for 100 or more copies
Subject Area:	Civics, legal education, U.S. government

Overview

Justice: Due Process of Law is the second volume in the Great Ideas in the Law series (see volume 4 of the Data Book for a review of the first volume). The text is designed to introduce secondary students to the evolution and practice of due process in three arenas--adult courts, juvenile courts, and schools. Students examine due process by reviewing landmark Supreme Court decisions. A significant portion of the text is devoted to excerpts from the justices' majority, dissenting, and concurring opinions in these cases. The resulting high readability level makes the text most suitable for advanced students. The text offers questions for students to consider, but no other activities are recommended and no teacher's guide is provided.

Required or Suggested Time

This text can be used as the basis for an in-depth study of the concept of due process lasting for a quarter or--if supplemental materials are also used--a semester. The text can also be used to supplement legal education classes or units on the judiciary in government or civics classes.

Intended User Characteristics

Justice: Due Process of Law is targeted at secondary students. The readability level is unusually high, however--college level according to the Fry graph--in part because of the large amount of text quoted from Supreme Court opinions. This high reading level and the exclusive use of a read-and-discuss format make the text most appropriate for use with motivated students with good reading ability.

Rationale and General Objectives

The rationale for the text is not specifically stated. However, the content indicates that the author had two major purposes in writing the text: (1) to increase student knowledge about due process of law as applied in adult courts, juvenile courts, and schools and (2) to help students understand Supreme Court decisions regarding due process. The author believes that understanding these decisions is the responsibility of citizens who want to exercise their right to disagree with Court rulings. He also believes that studying Court opinions is valuable because "it improves our understanding of the law of the land; it exposes us to the reasoning skills of sophisticated jurists; and it shows the judicial process at work in resolving value conflicts in our society."

Content

Justice: Due Process of Law is organized into four sections subdivided into 22 chapters. The first section is titled "The Courtroom as Theater: The

Data sheet by G. Dale Greenawald.

Curtain Rises." It focuses upon the trial process, examining the setting and such participants as the defendant, prosecutor, defense attorney, judge, witnesses, victim, the public, and the press. This section also describes the trial process and examines plea bargaining. The second section, entitled "The Courtroom as Theater: The Curtain Falls," focuses upon events after a defendant is found guilty. This section presents information about sentencing and punishment, devoting three chapters to capital punishment.

The third section considers the concept of due process as it relates to operation of the juvenile court system. Separate chapters examine due process rights of juveniles, the nature of proof in delinquency proceedings, jury trials in juvenile proceedings, the transfer of juvenile cases to criminal court, and compensation for victims. The final section examines the operation of due process within schools. Chapters in this section focus upon suspensions and expulsions, corporal punishment, and questions yet to be answered by the Court.

Throughout all four sections, the author focuses on landmark Supreme Court decisions regarding due process. Numerous excerpts from majority, concurring, and dissenting opinions are included. Special features are devoted to profiles of individuals involved in landmark cases (Ernesto Miranda, Clarence Gideon, Caryl Chessman) and such topics as the history of juries, the juvenile justice system in France, and discipline in 19th-century schools.

Appendices contain the transcript of a criminal case, the constitutional amendments cited in the text, a glossary, a bibliography, and a table of cases cited in the text.

Teaching Procedures

The text is designed to be used in a read-and-discuss format. Questions designed to stimulate discussion are interspersed throughout the text. In a section of the text covering the victim's role in criminal court proceedings, for example, students are asked to express their opinions regarding defense strategies in attempting to get victims to "break down" on the witness stand, the balancing of the defendant's due process rights and the victim's injury, and the trend toward compensation of victims.

No teacher's guide is available, and thus no supplemental activities are suggested.

Evaluative Comments and Suggestions

Justice: Due Process of Law is unique in the field, in that it does not devote attention to the specifics of criminal and civil law, but rather focuses upon the processes used to ensure justice. In so doing, it provides an exceptionally detailed analysis of Supreme Court decisions influencing the evolution of due process. Its treatment of due process within the school is particularly noteworthy.

It is unfortunate that no teacher's guide providing background information and supplemental activities is available. Such a guide would strengthen the program considerably, allowing teachers to make the most effective use of the text and alleviating the repetitiveness of a strict read-and-discuss format. Numerous avenues for experiential learning are available, but teachers will have to spend considerable time planning for them if they use this text.

26. OUR WORLD AND ITS PEOPLES

Authors:	Edward R. Kolevzon and John A. Heine
Publisher:	Allyn and Bacon, Inc.
Publication Date:	1981 (2nd ed.)
Grade Level:	7-12
Materials and Cost:	Text, hardbound, 576 pp, $12.93; teacher's guide, paperbound, 184 pp, $5.49; workbook (duplicating masters), $33.00; tests (duplicating masters), $27.00
Subject Area:	World geography

Overview

Our World and Its Peoples is designed to be used as the basis for a one-year junior high or high school course in world geography. Students examine the relationship between people and their environment in the nine major cultural regions of the world. This edition of the text has new and updated photographs, maps, and charts that enliven the easy-to-read text. Other changes in this edition include more attention to specific parts of Asia, Southern Europe, the Middle East, and Africa; use of metric measurements; and inclusion of 32 case studies each focusing on an important concept or trend. Students are involved in reading the textbook, analyzing maps, and participating in discussions and various activities. The program includes a text, student workbook, tests, and a teacher's guide.

Required or Suggested Time

This text is designed for use as the basis of a yearlong course in world geography. The authors suggest that some units can be omitted to create a one-semester course. The teacher's guide suggests time blocks for each unit to help teachers plan their courses.

Intended User Characteristics

This text was written for students in grades 7-12. A Fry readability analysis indicates an average reading level of grade 8. Because the text is well organized, has many illustrations, and contains aids such as section headlines and review questions, it can be used with average students at all secondary grade levels and below-average students in high school classes. No special teacher training is necessary.

Rationale and General Objectives

The authors wrote this geography text to help students fulfill five specific needs. First, the authors believe students must "understand the meaning of place and location" so that they can use principles of geography to solve problems. The second need students have is "to understand how people provide for their needs and wants." Students should understand why living standards differ around the world. Third, students must "develop international understanding." Knowing geography is not enough; the authors feel students must develop a respect for other cultures--their methods of worship, modes of behavior, diets, and dress. The fourth need is "to promote human progress." Students must learn how people around the world have changed or adapted their environment to improve their standard of living. Finally, students must learn "to appreciate possibilism--to understand that problems can be overcome." The authors hold that it is important for students to know that people's continu-

Data sheet by Regina McCormick.

ing achievements make it possible for developing nations to have hopes and aspirations.

Content

The textbook includes 35 chapters organized into 11 units. Unit 1 introduces students to the basic principles, concepts, and tools of geography they will use as they study the text. Units 2 through 10 deal with nine regions of the world: the United States, Canada, Latin America, Northwest Europe, the Mediterranean region, the Soviet Union and Eastern Europe, the Far East, sub-Saharan Africa, and Australia and New Zealand. The treatment of each region includes a discussion of how people have adjusted to or adapted their environment to improve their standard of living. In each unit, emphasis is placed on important contemporary problems of the region. Examples include the conflict between democracy and communism in the Far East and the unequal distribution of land between the very rich and the very poor in Latin America. Case studies are included in each chapter in these units. Students read and answer questions about such topics as strip mining, the Peace Corps, windmills, solar energy, and the United Nations. The concluding unit of the text explains how world resources have been wasted and why world problems have made cooperation among countries necessary.

Teaching Procedures

Specific instructions for the teacher are provided in the teacher's guide. Included for each chapter are a brief description of the chapter's content, a list of questions for students, and a detailed lesson plan. Each lesson plan includes objectives, suggestions for motivating student interest, a list of the materials needed for the lesson, and teaching procedures. These procedures are varied and include such activities as panel discussions, viewing filmstrips, analyzing maps, preparing exhibits, developing picture stories, playing learning games, interviewing, and general class discussions. The teacher's guide also provides a detailed introduction to the program, answers to all questions in the student text, and an annotated listing of books for students, correlated with individual chapters in the text.

The student text also includes various teaching aids. At the beginning of each unit, a section entitled "Why We Are Interested" provides a short motivational narrative about the area to be studied. Every two or three pages, students are required to answer review questions provided in a "Question Box." Chapter reviews contain many helpful aids for students, including alphabetical lists of geographical terms, "Questions for Study," and suggested learning activities. Activities are many and varied: students make posters, do class reports, plan automobile trips, build models, and do research. At the end of each unit are three review sections for students: "Gaining Skills" involves students in analyzing maps, graphs, and statistical data; "Questions to Talk Over" requires students to apply what they have learned in the unit; and "Things You Might Enjoy Doing" provides more interesting and varied individual and group activities.

A student workbook and a test booklet complete the program.

Evaluative Comments and Suggestions

According to the publisher, feedback from teachers who had used the earlier edition of Our World and Its Peoples was used to prepare the revised edition. Features that teachers should find attractive are the text's low readability level and reading aids and the wide variety of activities suggested in the teacher's guide and student text. These features and the detailed lesson plans provided should make this text easy to use in an interesting way.

27. PEOPLE AND OUR WORLD: A STUDY OF WORLD HISTORY

Authors:	Allan O. Kownslar and Terry L. Smart
Publisher:	Holt, Rinehart and Winston
Publication Date:	1981 (2nd ed.)
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 730 pp, $13.98; teacher's guide, paperbound, 316 pp, $9.99; workbook, paperbound, 108 pp, $2.49; teacher's edition of workbook, paperbound, 108 pp, $3.48
Subject Area:	World history

Overview

People and Our World is an introductory world history text for high school students. Students read about the history of world cultures and come to understand cultural differences. Well illustrated with reproductions of art, colorful photographs, and many maps, the text is written at the eighth- to ninth-grade reading level and can be used with students of varying abilities. Students read the textbook, answer discussion questions, and take part in many activities. A "Book of Readings" (included in the text) and a student workbook supplement the textbook. A complete testing program is included in the teacher's guide.

Required or Suggested Time

One full year is required to complete the textbook program. The 103 lessons in the teacher's guide require from one to three class periods to complete.

Intended User Characteristics

The textbook is intended to be used with high school students. Written at the eighth- (Fry readability test), to ninth- (Dale-Chall scale) grade reading level, the text can be used with students of varying abilities. Phonetic spellings of unfamiliar words and names are given when they first occur. Different levels of learning activities are provided in the teacher's guide. One level is geared to average and above-average students; a second level is geared to less-able students. No special teacher training is required.

Rationale and General Objectives

The authors believe that "a study of world cultures in a historical context can illustrate both the diversity and the similarity of cultures throughout history and can show how such cultural difference and resemblances are relevant to students today." Specific performance objectives are to help students acquire factual and conceptual knowledge, master basic study skills (reading, defining, charting, mapping, observing, writing), develop critical thinking skills, and grow in the affective domain (learn to identify and clarify values and recognize and tolerate differing views).

Content

The text contains a chronological treatment of world history presented in ten units subdivided into 35 chapters. In unit 1 students examine "The World of the Ancient Middle East." They learn about the history, culture, and life of the Sumerians, Phoenicians, Hebrews, and Egyptians. In unit 2, "The World of the Ancient Far East," students examine early civilization in India, China, and Japan. Unit 3 deals with "The World of Ancient Greece and

Data sheet by Regina McCormick.

Rome." Life during the Middle Ages, political change, the Renaissance, the Reformation, and the religious wars are among the topics treated in unit 4, "The World of West Europe." Students study "The World of East Europe and Islam" in unit 5.

Unit 6 deals with "The World of Early Africa." African geography and culture, Bantu migrations, early empires, slavery, and the triangular trade are studied. In unit 7, students learn about "The New World." The culture of the American Indians and European colonization are explored. In unit 8, "The World of Revolution," students read about events in the 1700s and 1800s connected with economic or political revolution and social change. The American and French Revolutions, how the Latin American countries gained their freedom from Spain and Portugal, the Industrial Revolution, and the Russian Revolution are studied. "The World of Nationalism" is the topic of unit 9. Students learn how imperialism and nationalism lead to conflict and study World Wars I and II. Unit 10, "Your World," examines events of the 20th century. The Depression, U.S. foreign policy, the Cold War, relations between the nations of North and South America, Asia, and Africa are treated.

Teaching Strategies

Students are expected to read the textbook, answer questions, and participate in classroom activities. Students begin each unit by reading a historical anecdote that focuses on a unique aspect of the era to be studied. A brief overview of the unit and its major objectives and a full-page map of the region to be studied are then examined by the students. Unit-opening activities are suggested in the teacher's guide.

Following the opening activities, students read chapter sections and answer questions. "Section Review" questions ask students to examine maps; identify key words, concepts, events, or individuals; compare, contrast, summarize, or recall; and relate the historical data just examined to their own concerns or present-day problems.

Interspersed throughout each unit are two special features. "A Closer Look" introduces students to primary or secondary source documents from the time and place studied in the unit. "The People in History" feature is a biographical sketch of a representative person from the era.

Students are also involved in many activities suggested in the teacher's guide. For example, in unit 8 average and above-average students might list people mentioned in connection with the American Revolution, research the lives of these people, and present biographical sketches to the class. Less-able students might use their textbook to prepare an outline focusing on the causes of the American Revolution.

At the end of the student textbook is a section called "Book of Readings," containing excerpts from poetry, books, and primary source documents. Teachers can supplement each chapter by having students read the selections and answer the discussion questions which follow. Each unit concludes with four pages of review materials including a unit summary, a short series of questions, and a bibliography of student materials.

Accompanying the textbook is a student workbook containing written exercises for each chapter. Skill practice in reading comprehension, vocabulary, geography, chronology, and factual recall is emphasized. The teacher's guide contains a complete testing program of 45 tests.

Evaluative Comments and Suggestions

In writing this edition of People and Our World, the authors used feedback from teachers who had taught with the first edition. The result is a standard chronological presentation with an easy-to-use teacher's guide. The text's controlled reading level, the guide's activities for different ability levels, and introductory material describing adaptations for students with various exceptionalities should make the program especially appealing to teachers having students with varying abilities.

28. PEOPLE, PLACES, AND CHANGE

Authors:	Leonard Berry and Richard B. Ford
Publisher:	Holt, Rinehart and Winston
Publication Date:	1981 (2nd ed.)
Grade Level:	7-9
Materials and Cost:	Text, hardbound, 532 pp, $12.18; teacher's annotated edition, hardbound, 628 pp, $18.27; workbook, paperbound, 76 pp, $3.48; teacher's edition of workbook, paperbound, 92 pp, $4.38; tests on duplicating masters, $20.88
Subject Area:	Area studies, world cultures, world geography

Overview

The second edition of People, Places, and Change provides a one-year introduction to world history, geography, and cultures for students in grades 7-9. Both the text's format and the content have been completely revised. A unit on North America has been added to the six other units on major world regions. The 27 chapters each present information about a region and a representative country in that region. Updated and additional photographs, charts, and maps are part of each chapter. Learning tools such as a glossary and a map of the world are now part of the appendices. The teacher's edition of the text contains lessons for each chapter--including activities for advanced, average, and slower students--and additional aids such as a bibliography of print and nonprint resources. Workbook exercises help students recall and comprehend information and develop geography skills. The teacher's edition of the workbook contains unit tests. A set of chapter and unit tests on duplicating masters can be purchased separately.

Required or Suggested Time

The text is designed to be covered during a one-year course. No suggested timetable for completing individual chapters is given. To allow time for testing, teachers must complete one chapter each week. Advanced students should be able to cover most of the text, workbook, and additional materials in a week, but average or slower students may not be able to do so. Teachers will need to spend time prioritizing the materials they will cover.

Intended User Characteristics

The text was designed for students of varying ability levels in grades 7-9. A Fry readability analysis indicated that the average reading level is grade 7. However, the marginal notes that define vocabulary terms and help students develop skills should enable students who read below grade 7 to use the text and workbook. The teacher's edition suggests first- and second-level activities. Many of the first-level activities require little or no reading. The additional discussion questions in the teacher's edition and the second-level activities allow average or advanced students to explore ideas and concepts in more depth. Students who need more challenging study can research additional topics suggested in the enrichment activities. No special teacher training is required.

Rationale and General Objectives

The authors have written this book because "today's students need a book

Data sheet by Sheryl B. Robinson.

that not only provides basic information about history, geography, and culture, but that also deals with changing values, attitudes, and behaviors in the many different cultures around the world." They believe that this information is important because "the more you know about people, the more you know about places, and the more you know about change, the better you will be able to deal with whatever the future brings." In constructing the text, the authors were guided by such additional concerns as the need for students to "acquire analytical and learning skills in order to be constructive participants in a democratic society," to "increase their awareness of the choices and the difficulties in making these choices that people in other cultures are encountering," and to "overcome stereotyped or static images of other cultures." Many cognitive and skill objectives as well as a few affective objectives are listed in the student text and teacher's edition.

Content

People, Places, and Change is divided into seven units, each focusing on one or more major world regions: Africa, the Mediterranean and Middle East, Europe and the Soviet Union, Eastern Asia, Southeastern Asia and Australia, Latin America and the Caribbean, and North America. Each unit begins with a brief overview and a set of charts, graphs, and maps. The first six units consist of three to six chapters that each focus on a region. Chapter introductions include a human interest story, a list of objectives, and a map of the region. This is followed by three sections. The first describes each country in the region in terms of facts and statistics. This information is followed by a discussion of the region's climate, environment, history, and culture. The second section describes a representative country in the region. The final section is a continuation of the human interest story from the introduction, focusing on change in the country. The final unit on North America has chapters about Middle America, Canada, and the United States.

All chapters include marginal notes to define vocabulary words and to develop skills. All units, chapters, and chapter sections conclude with review exercises to help students recall and comprehend information and develop geography skills.

Teaching Procedures

The front matter in the teacher's edition contains a lesson plan for each chapter. Each plan opens with a brief introduction that describes the major concepts and ideas to be emphasized in the chapter and a list of objectives. This is followed by first-level objectives and activities for slower students and second-level objectives and activities for average and advanced students. An enrichment activity is also given. Additional discussion questions and activities are provided as annotations on student text pages. Most of the activities consist of reading and discussion or working with maps and charts. The enrichment activity usually requires students to do research.

Evaluative Comments and Suggestions

People, Places, and Change can be used to introduce students with different skill levels to the history, geography, and cultures of the world and to develop geography skills. However, students will only be able to use the materials successfully if teachers do additional planning. They must select and sequence material and develop a timetable. They may also have to plan activities other than reading and discussion and working with maps to maintain student interest and to help students who learn better through other activities. Finally, they may find it necessary to supplement the text with other material. For example, the chapter on the United States indicates that it is a country with many ethnic groups. However, it only describes the early cultures of Native Americans and the history of the early British and Spanish colonies.

29. PERSPECTIVES 1981

Editors:	Bruce W. Jentleson and Frederick W. Mayer
Publisher:	Close Up Foundation
Publication Date:	1980
Grade Level:	12
Materials and Cost:	Text, paperbound, 311 pp, $7.00; teacher's guide, paperbound, 91 pp, $1.50
Subject Area:	Civics, political science, U.S. government

Overview

Perspectives is an annually updated text which comprises one part of the Close Up Foundation's educational program. The text contains articles by a wide range of prominent individuals who rely upon their personal experiences to provide insights into various aspects of government. The text is organized into five sections: "The Federal Government: Policy Makers," "First Amendment Freedoms to Report and Petition: The Press and Lobbyists," "America in the World: Coexisting With 150 Other Nations," "Domestic Policy: Setting Our Priorities at Home," and "Politics, Change and America's Third Century." Other components of the Close Up program include weeklong seminars in which students visit Washington, D.C., televised seminars in which students question policy makers regarding a variety of issues, Current Issues handbooks published twice yearly, and special booklets dealing with the economy, energy, and law-related issues.

The entire Close Up program can be used as the basis of a semester or yearlong civics or U.S. government course. The Perspectives text could also be used to provide supplemental material for courses taught using traditional government texts.

Intended User Characteristics

Perspectives was originally designed to prepare high school seniors for the weeklong Close Up experience in Washington, D.C., in which they observe the functions of government firsthand and interact with politicians and others involved in government. However, the timely nature of the topics discussed and the prominence and practical knowledge of the authors make the text appropriate for use in all civics or government classes. While having those involved in government write about their experiences has benefits, it also has disadvantages, primarily a high reading level--college level according to the Fry graph. The text attempts to deal with this problem by suggesting key concepts to teachers, by providing chapter glossaries, and by posing questions which require students to know the meaning of key terms.

Rationale and General Objectives

The editors of Perspectives have selected the articles included in the text to provide "many divergent viewpoints" regarding government. The editors hope that students will use the information presented to develop their own opinions and that they will be motivated to become active citizens. As the editors tell students, "the issues of today require more than just participation, they require informed participation...Our hope is that Perspectives will help you take one step towards becoming an informed and involved citizen."

No specific objectives for the text are provided.

Data sheet by G. Dale Greenawald.

Content

Perspectives 1981 addresses many of the topics found in more traditional civics texts. It considers the executive, legislative, and judicial branches of the federal government as well as foreign policy, selected domestic issues, the press and lobbying, and political change in the areas of parties, campaigns, and philosophies. Unlike most traditional texts, it does not address state and local government, primarily because the text was originally designed to prepare students for their trips to Washington.

Each of the text's 12 chapters focuses on a topic of contemporary concern. Several articles by prominent Americans are supplemented by charts and tables presenting statistical information, cartoons, activities, and a glossary of relevant terms. For example, the chapter on the presidency includes a brief introduction; articles by Harry McPherson, Evelyn Small, Winton Blount, and Clark R. Mollenhoff; interviews with Congressman Richard Cheney and former President Gerald R. Ford; a selection of presidential quotes; a chart showing the structure of the Executive Office; a table of presidential vetoes; a panel discussion on Watergate; five activities; an excerpt from the Constitution; three original cartoons; and a glossary.

Teaching Procedures

The teacher's guide and the text both contain discussion questions and suggested activities. Many of the questions for students stress recall; also stressed is development of students' abilities to identify arguments and find an author's main point. In addition, the editors have included questions which encourage students to look at the relationship between what they are learning and their own lives. For example, after reading about unions' roles in politics, students are asked "to what extent do unions influence life in your community?"

Although many of the activities are of a read-and-discuss nature, other instructional strategies are also suggested. For example, students are asked to analyze the bureaucratic aspects of an organization with which they are familiar. In another section they are asked to visit a court. In addition, several simulations are included.

Cartoons scattered throughout the text can be used to involve poor readers. The text also attempts to develop students' vocabulary and conceptual framework so that they can understand the readings. This is particularly important given the number of new words and concepts presented.

Evaluative Comments and Suggestions

Perspectives 1981 can be a useful addition to a civics or government class, particularly as a source of supplementary readings. Its articles written by prominent practitioners and its focus upon contemporary issues enhance its usefulness, as do some of the activities, which are particularly well designed and calculated to stimulate student interest and participation. The high reading level limits the text's usefulness with all audiences, however.

In addition, while this analyst believes that the teacher's guide would be a necessary tool in implementing the program, the activities suggested in the guide are sometimes out of sequence with the student text. This is a minor but confusing problem that one would hope the publishers will address in subsequent editions of the text.

30. PERSONAL LAW

Authors:	Norbert J. Mietus and Bill W. West
Publisher:	Science Research Associates, Inc.
Publication Date:	1981 (2nd ed.)
Grade Level:	12-adult
Materials and Cost:	Text, hardbound, 546 pp, $11.96; teacher's guide, paperbound, 94 pp, $1.80
Subject Area:	Civics, legal education, U.S. government

Overview

Personal Law is a textbook that surveys the basic laws and legal principles that most closely affect people's social and business lives. The text's difficult reading and conceptual levels make it most appropriate for college-level law courses, but it could also be used with very able high school seniors or as a resource for teachers of government, civics, or law-related education courses. The text focuses on practical questions related to various social roles, including minor, consumer, family member, homeowner and renter, owner of a motor vehicle, and employee and employer. The text includes cases related to such controversial issues as sex and abortion. Reading and discussion are the major teaching procedures employed, although the exercises at the end of each chapter do focus on comprehension and application of principles rather than on recall of facts. A teacher's guide contains answers to these exercises and chapter tests.

Required or Suggested Time

The authors do not indicate the length of course for which their text is intended, but it appears to contain enough material for a semester or even yearlong course. The 15 chapters vary in length from 16 to more than 70 pages. Used on a supplementary basis, chapters could take from several days to several weeks to cover thoroughly.

Intended User Characteristics

Although the authors do not specify a particular target group, Personal Law is obviously intended for college-age students and other adults. The publisher also considers the text appropriate for 12th-grade students. A Fry readability analysis completed by this reviewer resulted in a college reading level. Thus, only the most able of senior high students could use this text successfully. The text might be the basis for a semester law-related course for advanced placement seniors.

Rationale and General Objectives

The authors believe that all persons should have a working knowledge of the law because it "affects practically all human relations." The purpose of the text is to provide a survey of the basic laws of the nation that most influence people's personal, social, and business lives. This second edition has been revised to deal with legislation and case law that has resulted from recent "dramatic changes" in economic conditions, family relations, civil rights, and consumer rights. More specifically, the authors hope that this text will help readers "avoid costly legal problems" and handle problems more effectively when they arise in these and other areas of life. They also state clearly, however, that the book is not meant to be a substitute for consulting legal counsel when necessary.

Data sheet by Douglas P. Superka.

Content

Personal Law covers a wide range of topics related to the social and business lives of Americans. The first two chapters focus on the relationship between "you" and attorneys, the law, and the courts. These chapters cover the state and federal court systems and trial procedures as well as such practical questions as: Is an attorney necessary? How do you find a good attorney? What are the most common attorney/client problems?

The next two chapters deal with legal matters related to victims or people accused of crimes or torts. These chapters discuss the different types of crimes, police powers and procedures, the kinds of punishment possible for various crimes, product liability, civil liability, and other topics.

Each of the remaining 11 chapters deals with the law in relation to specific roles in society, as indicated by the following titles: "You as Minor," "You and Administrative Law," "You as Consumer," "You as Insured," "You as Family Member," "You as Renter," "You as Homeowner," "You as Saver and Investor," "You as Owner or Driver of a Motor Vehicle," "You as Employee or Employer in Your Own Business," and "You as Estate Planner." These chapters focus on practical legal questions which people need to consider and understand in order to function effectively in these roles.

Each of the chapters uses examples from state and federal cases to illustrate and describe the legal principles and the rights and responsibilities of individuals in these areas of life. The authors caution that they focus on "the generally accepted position" in most cases and that local and state variations will be found. The authors also warn that some of the actual and hypothetical cases deal with controversial topics, which some people may consider offensive.

Teaching Procedures

Personal Law is a standard textbook with "questions and problems" at the end of each chapter and a teacher's guide containing answers to those questions and problems and chapter tests that can be used to test student knowledge. Individual reading and class discussions are, therefore, assumed to be the main teaching procedures used. There are no suggestions for additional activities. The narrative presentation and the end of chapter exercises, however, do focus on understanding and application of principles, rather than on mere memorization of facts. The questions and problems include specific cases for which students are asked to render a decision using the principles learned in the chapter. These exercises also include some value questions for discussion.

The teacher's guide contains detailed answers to all the questions and problems at the ends of chapters. It also includes multiple-choice, true-false, and completion tests for each chapter. Answer keys are provided. These tests tend to focus on recall of facts.

Evaluative Comments and Suggestions

This textbook contains a wealth of practical information concerning legal principles related to most aspects of people's social and business lives. The narrative and the exercises used in the text focus on understanding and applying basic legal principles, not just memorizing facts and cases. The reading level, conceptual difficulty, and lack of classroom activities, however, make the text more appropriate for use with college students than with all but the most able high school students. The inclusion of topics that many communities might deem unacceptable for high school age children could make adoption and use of this as a basic text controversial in many schools. Perhaps the most useful application of Personal Law at this level would be as a teacher resource and reference book for courses on government and the law. Individual teachers could select and use cases and readings related to topics that most closely fit their curricula, the interests of their students, and the views of their communities.

31. PSYCHOLOGY: EXPLORING BEHAVIOR

Author:	Richard A. Kasschau
Publisher:	Prentice-Hall, Inc.
Publication Date:	1980
Grade Level:	10-12
Materials and Cost:	Text, hardbound, 576 pp, $11.70; teacher's guide, paperbound, 232 pp, $8.37; student handbook, paperbound, 128 pp, $3.51
Subject Area:	Psychology

Overview

Psychology: Exploring Behavior offers a comprehensive set of materials for teaching a quarter, semester, or one-year introductory psychology course at the senior high level. The text is written in a personal, conversational style and deals with the history, theories, and applications of various aspects of the discipline. The teacher's guide contains detailed guidelines for designing and presenting the course as well as specific objectives, teaching suggestions, and other information for each lesson. Test items are also included. The student workbook provides instructions for additional experiments and self-administered quizzes.

Required or Suggested Time

The materials are primarily designed for use in a one-semester course. Each of the 18 chapters in the student text is divided into three to five units that can be presented in one or two class periods. The author provides suggestions for selecting a subset of the chapters for use in a quarter-long course.

Intended User Characteristics

Unlike many introductory psychology texts used at the precollege level, Psychology: Exploring Behavior is specifically designed for senior high school students. The introduction to the teacher's guide contains extensive suggestions for tailoring the organization and approach of the course to the needs of the students. The teacher's personal preferences, inclinations, and knowledge of the discipline are also considered.

The author has attempted to match readability, content, and activities to the levels at which high school students are likely to be functioning in terms of intellectual skills, moral and cognitive development, and personal interests and concerns. On the basis of the Fry scale, the average reading level of the student text is approximately tenth grade.

Rationale and General Objectives

In addition to the goal of stimulating students' interest in the topic and in the course, the author cites three overall objectives for the materials: (1) "to communicate the facts and details, the subtleties and nuances of psychology as a scientific discipline," (2) "to show students how the abstractions and principles of psychology occur in everyday life," and (3) "to communicate an understanding of the process of knowledge acquisition." The teacher's guide provides 6 to 12 specific objectives for each chapter.

Content

The student text is organized into seven units: (1) "Human Development," (2) "The Bases of Behavior," (3) "Learning and Language," (4) "The Energy System: Motivation and Emotion,"

Data sheet by Ann M. Williams.

(5) "Personality and Testing," (6) "Social Psychology," and (7) "Research Processes and Applications." Each unit contains from two to four chapters. The first chapter in unit 1 gives a brief overview of the history and methods of psychology and briefly outlines the structure of the discipline. The final chapter in the book, entitled "Epilogue," considers the future of psychology and opportunities for careers in the field.

Each chapter in the text begins with a concise outline of topics and subtopics and one or more "teaser" questions and/or anecdotes designed to provoke curiosity and stimulate interest. Interspersed throughout the text are "Think About It" questions for reflection and brief "In Review" summaries of the preceding material. Each chapter ends with summary questions, suggestions for extension activities, an annotated list of additional readings, and an explanation of how the theories and techniques described in the chapter might be applied to the students' own lives.

Key terms and concepts are defined in the margins of the text at points where they are introduced and again in a glossary at the back of the book. An index, a list of references, and capsule biographies of significant psychologists are also provided at the end of the student text.

The text is profusely illustrated with colorful graphs, charts, drawings, cartoons, and photographs. The people depicted in the photographs represent a balanced and diverse sample in terms of sex, age, race, and ethnic group.

The accompanying student handbook contains 61 wide-ranging experiments that could be conducted individually or on a pooled-result basis, in addition to 17 self-administered quizzes. A correlation chart matches each experiment to related material in the text.

Teaching Procedures

The introduction to the teacher's guide contains thorough and detailed suggestions for using the materials to design a course that fits the specific needs of the students in the class, the preferences of the teacher in terms of methods and approach, and the available time and facilities. General suggestions for effective lecturing, discussion, and personalized instruction are provided, along with an extensive list of print and nonprint background resources.

The balance of the teacher's guide is organized into three main sections, each organized by chapter: "Lesson Suggestions" (specific objectives, summary of content, key vocabulary words, teaching tips, and answers to the summary questions in the student text), "Guided Review" (completion questions and answer keys which can be reproduced for distribution to students), and "Tests and Answer Keys" (multiple-choice, completion, matching, and essay questions that can be used to evaluate students' factual knowledge). Interspersed throughout the teaching suggestions are additional activities, experiments, and materials that can be reproduced for students.

Evaluative Comments and Suggestions

The three components of the Psychology: Exploring Behavior program constitute a varied, flexible, comprehensive kit of tools for introducing high school students to the discipline and applications of psychology. The author's personal, conversational style contributes to the readability and appeal of the student text. Because of the extensive suggestions in the teacher's guide for using the materials to develop a course around the specific needs of both the students and the teacher, this program would be particularly appropriate for teachers who are interested in teaching psychology but have never taught such a course before or have had little background or training in the discipline. Some noticeable lapses in editing and/or proofreading (the teacher's guide refers to "a principle defect in the lecture format," for example) detract somewhat from the otherwise excellent quality of these materials.

32. THIS IS OUR WORLD

Authors:	George H.T. Kimble, George A. Davis, and James O'Hern
Publisher:	Silver Burdett Co.
Publication Date:	1981
Grade Level:	7-9
Materials and Cost:	Text, hardbound, 534 pp, $12.50; teacher's edition, hardbound, 582 pp, $17.08; workbook, paperbound, 128 pp, $3.17; teacher's edition of workbook, paperbound, 128 pp, $6.96
Subject Area:	World geography

Overview

This geography textbook, designed for average and below-average students in grades 7-9, provides ample material for a yearlong course. The text is interdisciplinary, with content drawn from history, anthropology, sociology, economics, and political science. Themes developed throughout the text are the relationship of people to the earth; the value, use, and distribution of the earth's natural resources; population growth; the adaptive ability of people and the effect of people on the earth; people living in groups; and people's involvement and commitment to preserve the environment and society. Organized into five major units, 22 chapters, and approximately 85 teaching lessons, the text includes numerous pictures, maps, charts, graphs, and other visuals. The teacher's edition provides detailed lesson plans. A social studies skills book is available for use with the text.

Required or Suggested Time

This Is Our World is designed to be used as the basis for a yearlong course in world geography. The text's 22 chapters are divided into approximately 85 teaching lessons, which require from one to four days each to complete. The approximate number of days to be devoted to each lesson is stated in the teacher's edition.

Intended User Characteristics

The text is designed primarily for average students in grades 7-9. However, it can be used with below-average students as well, since the teacher's edition includes instructions for using the text with slow learners. The publisher reports a reading level (based on the Dale-Chall test) of high sixth grade. A Fry readability analysis by this reviewer indicated an average reading level of grade 8. Lessons are short, the writing is clear, and unfamiliar words are explained in the text. The textual material is closely tied to numerous, varied photographs and maps which are likely to be of high interest and should motivate students. Little teacher preparation time will be required on a day-to-day basis, because the teacher's edition provides detailed information for presenting material to the students.

Rationale and General Objectives

This Is Our World is designed to help students become aware of and understand the relationship between the earth and the people living on it and the ways in which this relationship influences their and others' lives. The text stresses a human geography approach--the interaction of people with their physical environment--and draws content from the other social sciences as well. In addition, the Silver Burdett Social Studies program, of which this

Data sheet by Sydney J. Meredith.

text is an extension, is designed to (1) prepare students to be responsible citizens in a modern world which has experienced rapid changes in technology, values, and knowledge, (2) be relevant to the needs of the pupil and reflect contemporary ideas and problems, (3) include facts to help students understand key social studies ideas, and (4) help students develop process-oriented skills.

Content

The student text is arranged into five major units. Unit 1, "A View of the World," focuses on the interrelationship of people and their environment and on use of natural resources. In unit 2, "The Earth--A Good Place to Live," students examine the uniqueness and value of each piece of land, the uneven distribution of natural resources, the interrelationships of all parts of the earth, the irreversibility of damage to land, and the effect of population growth on natural resources.

Unit 3, "People--Players of Many Parts," emphasizes human's ability to adapt to different environments, problems connected with concentration of many people in a limited area, future use of limited resources, and production and distribution of food. Unit 4, "Society--Where the Action Is," stresses the following unifying themes: people living in groups, the need for the development of urban centers, the relationship of natural resources to the growth and development of society, the rise and fall of societies, contributions of every society to the total human experience, and cities as centers of power. Unit 5, "Outlook for Tomorrow," has two major themes: (1) how people's past exploitation of natural resources and treatment of the environment are directly related to the present availability of these resources and survival-threatening conditions, and (2) the relationship of the future of human beings to their past and their present commitment and efforts to preserve the environment and society.

Each of the 22 chapters contains review sections which include key facts, vocabulary, questions, and activities. The text includes numerous pictures, maps, charts, and graphs.

Teaching Procedures

In addition to containing the student text material, the teacher's edition provides guidelines for using the text. Information provided (in the form of marginal notes) includes unifying themes, performance objectives and understandings, key social studies vocabulary, lists of targeted map skills, motivational techniques, developmental activities, extension/enrichment activities, checkup questions, background information, and slow-learner techniques. The primary teaching techniques used are reading and discussion although the slow-learner techniques and end-of-chapter activities suggested in the student text are somewhat more varied. Also included in the teacher's edition are a listing of supplemental books and other media which can be used along with the text; black-line activity masters for maps, charts, tables, diagrams, and materials; and chapter achievement tests and keys.

A social studies skills book accompanies the student text. Process-oriented skills activities focus on reading and making maps and charts, evaluating photographs, and other problem-solving skills.

Evaluative Comments and Suggestions

This Is Our World provides a comprehensive, contemporary coverage of geography. The teacher's edition provides many suggestions for conveying the subject matter in a read/discuss format. Teachers who wish to use a more varied method of instruction will need to spend considerable time planning other kinds of activities.

Potential users of the text should be aware that although the text is packaged to match the 1979 Silver Burdett Social Studies program for grades 1-6, Silver Burdett is currently introducing a new 1982 elementary program. Thus, the benefit of this similar packaging to districts planning new purchases is likely to be minimal.

33. UNITED STATES, THE: A HISTORY OF THE REPUBLIC

Authors:	James West Davidson and Mark H. Lytle
Publisher:	Prentice-Hall, Inc.
Publication Date:	1981
Grade Level:	10-12
Materials and Cost:	Text, hardbound, 799 pp, $13.50; teacher's annotated edition, hardbound, 928 pp, $16.74; teacher's resource handbook, 416 pp, $24.00
Subject Area:	U.S. history

Overview

The United States: A History of the Republic is a one-year basal U.S. history textbook for use in grades 10-12. The text contains a chronological narrative which the authors believe will acquaint students with our nation's past experiences and prepare them to face the future. Students are expected to read and discuss the text and participate in many classroom activities. Interspersed throughout the text are numerous illustrations, vignettes, profiles, and primary source documents, including speeches, diary excerpts, and letters. Program components include a student text, a teacher's annotated edition, and a teacher's resource handbook.

Required or Suggested Time

The textbook is intended as a basic one-year course of study. Most of the 40 chapters in the book are between 16 and 20 pages long and can be taught in one week's worth of instructional time.

Intended User Characteristics

The textbook is intended for students in grades 10-12. The publisher reports a reading level of grades 9-10 determined using the Dale-Chall formula. A Fry readability analysis of the text by this reviewer shows an average reading level of grade 12, indicating that the text could probably not be used with slower students. Reinforcement and enrichment activities suggested in the teacher's resource handbook are keyed to indicate applicability to average and below-average students, all students, or average and above-average students. No special training is necessary.

Rationale and General Objectives

The authors believe that by studying U.S. history students "will begin to better understand the challenges of the present and the major issues of the future." They wrote the text to acquaint students with the common experiences that have brought Americans together and with the diverse experiences that have contributed to the richness and variety of American life.

Specific instructional objectives are provided in the teacher's resource handbook. Examples from a section of the chapter "Europe's Age of Discovery" are to "understand the historical significance of early explorations by Columbus, Balboa, and Magellan" and "use information to write short essays about given historical topics."

Content

The textbook is divided into ten units which are further subdivided into 40 chapters. The units are organized chronologically. In unit 1, "The Americas," students read about the American

Data sheet by Regina McCormick.

Indians, Europe's age of discovery, the founding of the American colonies, life in colonial America, and the conflict between the British, French, and Spanish over the colonies. The American Revolution, the challenges of the new American government, and the Constitution and the Bill of Rights are topics examined in unit 2, "Creating a Republic." Unit 3 focuses on "An Emerging Nation." Students learn about the problems that faced the early presidents and the growing spirit of nationalism which manifested itself in the Monroe Doctrine.

In unit 4, "An Era of Expansion," students learn about the new party system, westward expansion, emerging differences between the North and the South, and the many reform movements. The Civil War and Reconstruction are the topics of unit 5, "A Nation Torn Apart." Unit 6, "Transforming a Nation," examines life and problems on the western frontier, the impact of industry on the nation, efforts to reform corrupt political parties, the growth of cities in the late 1800s, and becoming a world power.

In unit 7, "Entering a Modern Age," students learn about the progressive era (1901-1917), more reform movements, and World War I. Unit 8, "The Roaring Twenties," deals with life in the 1920s. The New Deal and World War II are the topics studied in unit 9, "A Time of Trial." The concluding unit, "The United States in a Changing World," examines the Cold War, the 1960s, Watergate, the Middle East crisis, the election of 1980, and the first days of the Reagan administration.

Teaching Procedures

The teacher's resource handbook contains objectives, specific activity suggestions, and worksheets for each chapter section, as well as a complete testing program. Activity suggestions are varied. For example, section 1 of chapter 2 deals with "A New World for Europeans." In that section, students are asked to read the text and then use the information obtained to write an essay on one of several suggested topics: Columbus's character, personality, motives, and interests; the voyages of Balboa and Magellan; the effect of Columbus's discovery on Europe; or Columbus's fate. Guidelines for writing an essay are provided for the teacher to give to students. Additional reinforcement and enrichment assignments are also suggested.

Black-line masters for worksheets are also provided in the teacher's handbook. These worksheets involve students in working with maps and charts, doing word puzzles, answering opinion questions, distinguishing cause and effect, and drawing generalizations based on facts. The testing program includes objective and essay questions for each chapter and unit.

The student text also contains many study aids. Each section concludes with several review questions, and each chapter ends with three sets of questions: "Chapter Review," "For Further Thought," and "Developing Basic Skills." Skill lessons integrated into the student text involve students in reading graphs and maps, analyzing primary sources, synthesizing pieces of evidence, and evaluating information. Students gain a clear chronological perspective of events through time charts called "Major Events," which are placed near the end of each chapter. An "In Perspective" section at the end of each chapter summarizes the chapter's most important points.

The teacher's edition consists of the complete student text and an answer key to all questions in the text.

Evaluative Comments and Suggestions

The United States: A History of the Republic is a traditional U.S. history text in terms of both content and suggested teaching strategies. Skill development lessons in the text and detailed teaching procedures--many involving development of data-gathering, analysis, and evaluation skills--should be particularly attractive to teachers concerned with development of social studies skills. The presentation of information on recent history is commendably up to date.

34. WHERE HAVE WE BEEN ALL THESE YEARS?

Author:	Barbara Nesbitt Slater
Publisher:	Paul S. Amidon and Associates, Inc.
Publication Date:	1981
Grade Level:	7-12
Materials and Cost:	4 texts, paperbound, 57 to 82 pp, $3.60 each or $12.75 for set; teacher's guide, bound in two 3-ring notebooks, 1,083 pp, $68.50
Subject Area:	U.S. history

Overview

Where Have We Been All These Years? is a four-part U.S. history program designed for use with "low-level readers" in junior and senior high schools. The program, which can be used as the basal text for a course or as a supplement, is written in an informal style at a controlled reading level. Aids to reading are also provided in the four student books and the two-volume teacher's guide. In addition to covering traditional U.S. history content, the program provides information which most texts assume was gained at an earlier grade. Connecting history to events in students' lives is stressed; names and dates are not.

Required or Suggested Time

The program is designed for flexible use. It can be used in its entirety as the primary text for a U.S. history course, or portions can be used to supplement instruction with a standard text.

Intended User Characteristics

Where Have We Been All These Years? was written by the former director of a state special education resource system for use with secondary U.S. history students who cannot read standard text material. The program is written in an informal style at a controlled reading level--grade 3-4 as reported by the publisher, grade 7 as determined by this reviewer using the Fry graph. New words are underlined and paragraphs are numbered to enhance readability. Almost every page is illustrated with one or more cartoons. Although the books are strictly black and white and employ a two-column text format, the spacing used gives the books an "open" appearance which should prevent students from becoming discouraged by the reading task.

The teacher's guide includes innovative pronunciation guides--arranged by page and in alphabetical order--which can be duplicated for student use. Many of the activity sheets provided in the teacher's guide also develop or reinforce reading skills.

Rationale and General Objectives

The author of this program believes that "one of the primary problems in teaching social studies is that the teacher is all too often working with students who have not acquired the basic knowledge needed to comprehend American history at the junior or senior school level." She has therefore written this program to be easy to read and to provide basic information--historical facts and basic social studies concepts--not mastered in the lower grades. The program aims to provide not only historical information, but "social, economic, and political aspects related to

Data sheet by Laurel R. Singleton.

the growth and development of the United States" as well.

Content

Where Have We Been All These Years? is divided into four student books. Book 1 covers prehistory to the War of 1812. The book opens with a discussion of what history is and the reasons for studying it. It then covers Asian, Spanish, French, and British exploration of the Americas; the Revolutionary War; establishment of the Constitution, including a fairly detailed explanation of that document in simplified form; and the events from Washington's inauguration to the War of 1812.

Book 2 carries the story of the United States to the early 1860s. Formation of cities and the resulting problems, westward expeditions, establishment of political parties, reform movements, lifestyles, developments in transportation and industrial production, and events leading up to the Civil War are among the topics covered.

The third book in the program covers the period from the Civil War to World War I. In addition to discussing events of these two conflicts and their aftermaths, the book also focuses on lifestyles of the late 1800s, activities on the frontier, and the development of big business and labor unions.

The last book covers events from the 1920s to the present. A chapter is devoted to each decade during the period.

The program contains simple explanations of such concepts as capitalism, culture, and liberalism/conservatism. Names and dates are not stressed. Throughout the program, points are illustrated with examples drawn from students' own experiences. Special "Getting a Better Understanding" sections link past events to the present. Topics covered in these sections include crime, wars, and prejudice.

Teaching Procedures

Although the teacher's guide indicates that the program is designed for teachers who use "varied approaches to be sure that teaching techniques used are commensurate with student ability, interest, and maturation level," the guide provides suggestions only for discussion and paper-and-pencil activities stressing recall of factual information and development of reading skills. For each student book, the teacher's guide provides five types of teaching aids. First, two pronunciation keys are given for each book, one arranged alphabetically and one arranged by the page on which the words appear in the student book. "Writing or Talking About" questions are designed for use as written assignments or class discussion. Worksheets entitled "Finding the Right Answer" contain factual questions keyed to pages and paragraphs in the student text. Activity sheets provide such paper-and-pencil activities as word searches, mazes, map work, graphing, and deciphering codes. The final aid is a set of practice tests and chapter tests; questions stress factual recall.

Evaluative Comments and Suggestions

Where Have We Been All These Years? is a noteworthy attempt to provide a U.S. history program suited for students with limited reading skills. The program is easy to read and interesting and provides simple explanations of important concepts. The program is not without problems, however. Few opportunities for analysis are provided, and teaching strategies are limited. Most serious, however, are problems engendered by the author's attempt to write in an easy-to-read, informal style. The result is sometimes oversimplification and drawing of not-entirely-accurate conclusions. For example, in discussing the treaty ending World War I, the author says, "It was not a very good treaty because there were too many hard feelings. When a war ends with hard feelings, the causes are already there for another war later on. And this is just what was to happen in later years." Teachers who select this program will need to identify such problems and develop strategies for helping students analyze them.

SUPPLEMENTARY MATERIALS

Entry No.	Title	Page No.
Print		
35	Bill of Rights in Action	91
36	Food...Your Choice. Level 4: Social Studies	93
37	Human Behavior Curriculum Project	95
38	Options: A Career Development Curriculum for Rural High School Students	97
39	Reducing Adolescent Prejudice	99
40	Social Science Skills: Activities for the Secondary Classroom	101
Multimedia		
41	American Women	103
42	Films Into Filmstrips: King	105
43	Money and Values	107
44	OK to Be Old	109
45	On the Level	111
46	Photosearch	113
47	Psychology of Mass Persuasion, The	115
48	Toward a Better World	117
49	Turning Points in History	119
Games and Simulations		
50	American History Re-Creations	121
51	Draft	123
52	Police Patrol	125

Note: See entries 10 and 13 for additional supplementary materials suitable for use at the secondary level.

35. BILL OF RIGHTS IN ACTION

Editor:	Todd Clark
Publisher:	Constitutional Rights Foundation
Availability:	Current issues from publisher; back issues from Social Studies School Service
Publication Date:	Continuous
Grade Level:	7-12
Materials and Cost:	Magazine, published 4 times/school year, 24 to 32 pp, subscription rates: $5.00 for single copies, $30.00 for classroom sets; back issues are available for $0.50 for single copies or $8.00 for classroom sets
Subject Area:	Civics, legal education, political science, U.S. government, U.S. history

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Overview

Bill of Rights in Action is a paperback publication issued four times each school year. It is devoted to exploring "...the rights and responsibilities of citizens under the Bill of Rights." Each issue focuses upon a single topic related to contemporary applications of the Bill of Rights. Recent examples are immigration, human rights, and property. Often, a historical perspective on the topic is provided. Each issue is divided into individual lessons complete with readings and activities. One or two weeks would be sufficient to complete all activities in an issue.

Required or Suggested Time

Each issue of the Bill of Rights in Action contains readings and activities which could be completed entirely within a week or two. The actual time required depends upon the number of suggested activities completed.

Intended User Characteristics

These materials are designed to supplement basal materials in a wide range of courses, including civics, legal education, U.S. government, U.S. history, and political science. They can be used by average secondary students. Reading level (according to the Fry graph) varies from issue to issue, ranging from grade 10 to grade 12. The higher reading levels may be misleading because of the frequent use of such common polysyllabic words as "Constitution." The topics, examples, and activities generally relate to life events of students, and the materials should be highly motivating for most students.

Rationale and General Objectives

Although each issue of Bill of Rights in Action is not accompanied by a rationale and objectives, the general objective of the publication is the exploration of "...the rights and responsibilities of citizens under the Bill of Rights." In addition, the Constitutional Rights Foundation has consistently expressed the belief that students best learn how to become better citizens through active involvement in timely issues which are directly related to their life circumstances. This belief provides a rationale for the content and instructional techniques found in the materials.

Data sheet by G. Dale Greenawald.

Content

Each Bill of Rights in Action issue addresses a particular topic related to the current application of the Bill of Rights. Titles of recent issues include Immigration, Property, Supreme Court Highlights, Civil Law in Action, Human Rights, Privacy and Your Rights, and School Crime and Vandalism. Current examples and background information that places the topic in a historical perspective are carefully blended in the seven to ten articles making up each issue. For example, articles in the recent issue on immigration provide an overview of immigration since 2200 B.C., describe a young Irish girl's arrival at Ellis Island in 1892, examine recent immigration to the United States by Indochinese and Cubans, explore the problems of "illegal aliens," and look at attitudes toward immigrants. A simulation is also described.

Teaching Procedures

A wide range of teaching strategies is suggested in each issue. Each article is followed by a series of questions which can be used as the basis for either writing exercises or discussion. Many of the issues contain simulations. For example, one issue suggests that the class be divided into groups, with each group assuming the identity of a Supreme Court justice. The court is then presented with a recent case involving patenting of a process to develop microorganisms which break down petroleum. These organisms are most useful in combating pollution from oil spills. The court is asked to determine whether the application for patent is within the guidelines of the patent office. Simulating this real case helps students understand how technological advances have forced the Court to redefine the law. In another issue, students are asked to conduct a community poll to determine local attitudes about immigrants and to gather data about the experiences of recent immigrants. In addition, most issues have vocabulary-building exercises and other activities designed to improve students' ability to think critically, communicate with others, and gather and evaluate information.

The wide range of activities provides opportunities for students at any ability level to find an appropriate challenge. These teaching strategies are intended to help students acquire knowledge, skills, and attitudes necessary for full participation as citizens in a democratic society.

Evaluative Comments and Suggestions

The Bill of Rights in Action is an excellent supplementary source of information about timely issues related to constitutional rights and responsibilities. It offers a balance between current examples and a historical perspective. This balance makes it an attractive addition to history classes as well as government, civics, or legal education classes. The coverage of issues of interest and immediacy to students and the wide range of instructional techniques employed are also attractive features. The modest cost and high quality of these materials should earn them consideration by many educators.

36. FOOD...YOUR CHOICE. LEVEL 4: SOCIAL STUDIES

Program Coordinators:	Tab Forgac and Gretchen Grimm
Publisher:	National Dairy Council
Publication Date:	1981
Grade Level:	7-10
Materials and Cost:	Box containing 3 teacher background cards, 42 cards with 18 lessons, 8 transparencies, 4 study prints, 2 posters, 40-pp paperbound nutrition sourcebook, $32.00
Subject Area:	Global studies

Overview

Food...Your Choice is a nutrition education program for grades K-12. Kits are available for grades K-2, grades 3-4, and grades 5-6. Four kits for students in grades 7-10 are designed for use in home economics, science, health, and social studies classes. The 18-lesson social studies kit can be used in a variety of courses, ranging from global studies and world history to economics, sociology, or environmental problems. A program overview card suggests related social studies topics and also indicates how the activities can be combined to teach particular concepts. A "How To..." card describes various generic teaching strategies and gives tips on integrating the materials into the curriculum. Specific teaching strategies are presented with each activity, along with suggested films, books, filmstrips, and extension activities.

Required or Suggested Time

The program overview card presents estimated teaching time in 40 to 55 minute class periods for each of the 18 lessons in the kit; class periods per activity range from one to four. The lessons can be grouped, inserted in social studies courses where appropriate, or used independently as a unit. The entire kit could be taught in a six- to nine-week time period, depending on the number of extension activities used.

Intended User Characteristics

The materials are designed for students in grades 7-10. The reading required is so brief that it can be read aloud to the class if students have reading difficulties. Four lessons are designated as academically demanding. In some lessons, students' personal and family eating patterns are discussed; the teacher must therefore be sensitive to any problems which might arise if some or all students in the class are from low socioeconomic backgrounds. Ample directions and background materials are provided for the teacher, so no special training is necessary to use the materials.

Rationale and General Objectives

Food...Your Choice has as its major goal "to provide nutrition experiences that encourage the establishment of lifelong, healthful dietary practices." Level 4: Social Studies is designed to "complement rather than compete with" the social studies curriculum by relating various issues of food choice and nutrition to the geographic, sociological, economic, and political aspects of food and its consumption and production. By using a variety of teaching strategies, students will not only learn content, but use that content to analyze data and make decisions. The content of the program is based on seven concepts developed by the 1969 White

Data sheet by Frances Haley.

House Conference on Food, Nutrition, and Health, which recommended "...that a comprehensive and sequential program of nutrition education be included as an integral part of the curriculum of every school in the United States and its territories."

Content

The social studies component of the Food...Your Choice program contains 18 lessons. The first four focus on the "Geography of Food." The influence of geography and cultural behavior on food choice, relationship of population growth and food supply, factors affecting productivity in developing countries, and the distribution of natural resources among "have" and "have not" nations are studied.

The four lessons in "Sociology of Food" look at the use of food by representative societies historically to determine their characteristics and levels of civilization. An activity entitled "Survival of the Fittest" explores individual and group survival behaviors. Consumer behavior, consumer protection legislation, food consumption patterns, and trend analysis and forecasting make up the balance of the lessons within this theme. Five lessons are based on the "Economics of Food." Students learn about supply and demand, capital, resources, labor, and productivity. A simulated small business is established and students study the relationship between natural resources and economic stability.

The fourth theme is "Politics of Food." Government legislation, foreign ownership of American land, food additives, and environmental issues are studied within this theme.

Teaching Procedures

The "How To..." card describes the following teaching strategies, which are used throughout the kit: small-group problem solving, brainstorming, simulations, role play, games, surveys, and guided reading. Additional helps for the teacher on the "How To..." card focus on selecting and tailoring activities, preparing materials, working with other school personnel (particularly those who are using the science, health, or home economics kits), and managing the program.

The lessons are presented on cards folded once or twice into 11" x 8½" size. The cards provide the teacher with an activity synopsis, expected student outcomes, vocabulary, estimated teaching time for the activity, teacher and student materials required, advance preparation necessary, and a detailed, step-by-step teaching plan. Appropriate discussion questions are suggested, and, if necessary, expected answers are noted. Student handouts are provided on black-line masters for easy copying. Some lessons include up to three cards. Suggested films, books, filmstrips, and extension activities are provided on the last card for each lesson.

Evaluative Comments and Suggestions

These high-quality materials contain excellent artwork, particularly on the transparencies, which are in full color. The teaching strategies are well detailed with ample background provided for both experienced and beginning teachers. The major problem which a social studies teacher may encounter in using these materials is that the subject of food does not often arise in social studies classes; however, if a department purchased this kit, each teacher could find individual lessons which could be used within their classrooms, as the concepts and strategies embodied in the materials go far beyond the content example of food.

37. HUMAN BEHAVIOR CURRICULUM PROJECT

Developer:	American Psychological Association
Publisher:	Teachers College Press
Publication Date:	1981
Grade Level:	10-12
Materials and Cost:	8 books, paperbound, 56 to 80 pp, $3.95 each; 8 teacher's guides, paperbound, 40 to 48 pp plus 4 to 12 duplicating masters, $9.95 each
Subject Area:	Psychology

Overview

The Human Behavior Curriculum Project materials consist of eight modules designed to introduce high school students to the systematic study of human behavior. The modules are Natural Behavior in Humans and Animals, States of Consciousness, School Life and Organizational Psychology, Social Influences on Behavior, Changing Attitudes, Conditioning and Learning, Language and Communication, and Studying Personality. Each module includes a student book and a teacher's guide containing detailed instructional procedures and masters for student handouts. Active student learning is encouraged through use of experiments, case studies, and classroom demonstrations.

Required or Suggested Time

Each module contains from 7 to 12 lessons. Most of the lessons require only one class period to complete, but a few require two, three, or four class periods. The publishers state that the modules can be used individually to supplement psychology or other social studies courses or can be combined to form a unit lasting from three weeks to an entire school year. Filling an entire year with these materials would be difficult, however; the teacher would likely need to use numerous supplementary materials and activities to flesh out the course.

Intended User Characteristics

The topics covered in the modules were especially selected to interest the intended audience--students in high school psychology courses. The topics and activities should indeed interest and motivate students of all ability levels. A Fry test by this analyst showed the reading level of the student materials to be grade 11. Although no special teacher training is required, teachers will need some familiarity with the discipline of psychology to feel comfortable using the materials.

Rationale and General Objectives

Development of these materials was based on "the premise that the systematic study of behavior can increase our understanding of the lives we lead." Three general themes run through the materials: "(1) human behavior can be systematically observed, (2) there is enough regularity in human thought and behavior that it is possible to arrive at general statements about patterns and the causes of psychological events, and (3) in addition to our similarities, psychology is concerned with our uniqueness."

Objectives for each lesson are provided in the teachers' guides, but they are not consistently written. Some are simply statements of generalizations to be learned by students, some are lists of the steps in the activity, and some are true behavioral objectives.

Data sheet by Laurel R. Singleton.

Secondary Materials

Content

Each of the eight modules introduces students to a different aspect of psychology. The topics were selected both because of their importance in understanding human behavior and because they would be interesting to students.

Comparative psychology is the subject of Natural Behavior in Humans and Animals. Students examine a variety of human and animal behaviors: facial expressions, territoriality, dominance hierarchies, rituals, bonding, and aggressive displays. States of Consciousness focuses on the mental states that humans experience. Topics include right/left brain functions, sleep and dreams, foreground and background attention, hypnosis, and biofeedback.

School Life and Organizational Psychology provides students with a unique opportunity to examine the effects of the school's organizational climate on individual and group behavior. The intent of this module is to "provide students with some of the concepts, skills, and attitudes necessary to understand, study, and participate in the organizational life of their own schools."

Social Influences on Behavior explores four sources of social influence: culture, family, peer group, and authority figures. In Changing Attitudes, attitudes are defined and methods of changing attitudes are discussed. Ethical questions in research on attitude change are examined.

Conditioning and Learning discusses three types of learning: classical conditioning, operant conditioning, and imitation and observation. Principles of each type of learning are applied to the behavior of studying. Language and Communication presents a model of communications and discusses the elements of language that contribute to its communicative function. Studying Personality examines four major approaches to personality: the psychoanalytic viewpoint of Freud, the behavior-learning viewpoint of Pavlov, Thorndike, and Skinner, the cognitive view of Kelly, and the testing approach.

Teaching Procedures

The developers of these materials intended to "involve the students actively in their education" through the use of empirical or naturalistic research, case studies, and classroom demonstrations. Expository readings and discussions are also used frequently. For example, in studying territoriality, students conduct an experiment to determine how humans behave when forced to invade the territory of two people conversing. In studying the climate of the school, students conduct surveys and interviews of students, teachers, and administrators. In examining social behavior, students read about and discuss Milgram's famous compliance study. Case studies of patients are analyzed in studying personality.

Each teacher's guide provides an introduction to the unit, detailed instructions for teaching each lesson, a bibliography, and duplicating masters for student handouts. In addition, the Natural Behavior in Humans and Animals guide contains a list of 18 "Ethical Guidelines for High School Psychology Teachers."

Evaluative Comments and Suggestions

The Human Behavior Curriculum Project subjected their materials to extensive field testing and evaluation (details are available from the developer). The result is a set of interesting materials presented through activities that will stimulate student interest and involvement. The materials will be especially useful as supplementary resources for psychology teachers. They may be more difficult to use as the basis of a separate course, since each module was developed by a different development team and no suggestions for weaving the modules into a course are given. Unless a teacher has extensive knowledge of the discipline, working the modules into a well-integrated course may be difficult.

38. OPTIONS: A CAREER DEVELOPMENT CURRICULUM FOR RURAL HIGH SCHOOL STUDENTS

Authors:	Faith Dunne and others
Publisher:	Dartmouth College
Availability:	From Education Development Center
Publication Date:	1980
Grade Level:	10-12
Materials and Cost:	4 teachers' guides, bound with metal fasteners, 72 to 185 pp plus 11 to 101 duplicating masters (one unit also includes a gamebook and 5 gameboards), $7.75 to $69.00 (packets for use in adapting the units to specific geographical areas are available; contact EDC for information)
Subject Area:	Career education, nonsexist education

Overview

The developers of the Options program believe that "knowledge of reality, even if harsh, is better than cheerful ignorance" and that "acquiring skills and practicing their application are more worthwhile career development experiences than mere exposure to a series of concrete job options." They have therefore designed the curriculum, developed with funding from the Women's Educational Equity Act Program, to help rural high school students understand and cope with the problems which face adults in rural areas. The program focuses particularly on difficulties faced by women, but is appropriate for all male and female students reading at the seventh-grade level or above. The program consists of four units which provide material for 9 to 12 weeks of work.

Required or Suggested Time

Options is designed for use as the basis for a 9- to 12-week career development or life-planning course. However, individual units or lessons can be used separately in other courses as well. The four units require from 7 to 13 days each to complete.

Intended User Characteristics

This program s designed for use with high school students in rural settings. The basic package is designed for use in the Midwest, but adaptation packets are available for teachers in the rural Northeast, Northwest, Southwest, and Appalachian South. Although the program's focus is women, it is equally applicable for male and female students. A Fry readability analysis of the worksheet material, which is central to the program, indicates an average readability level of grade 7.

No special teacher training is required to use the program, but teachers should become thoroughly familiar with the curriculum before implementing it. Homework is an essential part of the program. Some topics may be controversial in certain settings (birth control, students' rights to access to school records, even the central focus of sex stereotyping), so administrative support may be necessary.

Rationale and General Objectives

The developers of the program believe that the future prospects of non-college-bound rural young people "are both more complex and less

Data sheet by Laurel R. Singleton.

secure" than those of suburban and urban students. The job market is small, training opportunities are limited, and women face severe sex stereotyping in the job market and in their personal lives. The program has therefore been designed to meet three goals: (1) to inform students of what events and difficulties they will face as adults in rural areas, (2) to give students the skills needed "to control their lives and to cope with the aspects of life beyond their control," and (3) to provide students with a structured experience that will allow them to apply "information and skills to realistic situations."

Content

The Options program includes four units, each containing information, skill-building activities, and an opportunity to confront reality. In unit 1, "Understanding People in Our Area," students examine several problem areas adults face in their lives: complex interpersonal relationships, sex stereotyping and discrimination, and being a single head of a household. Students draw on observations of their own region to develop a picture of specific problems and opportunities there.

Unit 2, "Decision Making," focuses on development of the skills needed to cope with the problems identified in the previous unit. Students practice setting priorities and learn to implement a five-step process for making decisions.

Unit 3, "Life Planning," focuses on more-sophisticated skills. Development of long- and short-term goals, assessment of other people's effects on their own plans, and alternative lifestyles are among the topics covered. Also examined are characteristic crises encountered by rural women.

The final unit, "The Juggling Act: Lives and Careers," contains four case studies of women who must integrate work and personal relationships. Students learn how jobs or careers can affect other aspects of life and are exposed to a variety of job-seeking and job performance skills.

Teaching Procedures

Each unit has a separate teacher's guide. All contain the same front matter: a description of the program rationale, a description of the organization of the guide, suggestions for using the learning activity packages, a discussion of grading and evaluation, and a course outline. All the guides also include an appendix providing suggestions on the use of role playing, working in small groups, discussions, brainstorming, buzz sessions, and techniques for developing problem-solving skills.

The portion of each guide devoted to a specific unit begins with a brief introduction to the unit and a list of objectives. The guides then provide detailed lesson plans. These plans include objectives, lists of materials required, procedures, homework, notes to the teacher, and copies of student worksheets to be used in the lesson.

The primary teaching technique used is completion of the worksheets provided on duplicating masters. The worksheets are varied. Some require students to fill out job applications; others require such tasks as self-analysis, completion of attitude surveys, reading material and answering questions, charting decisions, or developing personal time management plans.

A variety of other activities are also suggested. Other teaching aids provided are two learning activity packages designed for individualized instruction on assessment skills and organizing and managing time and a simulation called "Game of Life: Choice and Chance."

Evaluative Comments and Suggestions

The Options program is a unique and valuable program designed for a small market not often treated in published curriculum materials. The materials are not slickly produced: the student worksheets are not illustrated and the teachers' guides are awkwardly bound and rather cumbersome. The unusual content and varied teaching strategies should overcome these problems, however.

39. REDUCING ADOLESCENT PREJUDICE

Authors:	Nina Hersch Gabelko and John U. Michaelis
Publisher:	Teachers College Press
Publication Date:	1981
Grade Level:	8-12
Materials and Cost:	Teacher's guide, paperbound, 230 pp, $14.95; book of duplicating masters for 49 handouts, paperbound, $17.95
Subject Area:	Social studies, values education

Overview

Reducing Adolescent Prejudice is the outcome of a project on reducing prejudice in secondary schools which was cosponsored by the Anti-Defamation League of B'nai B'rith and the University of California with the support of Phi Delta Kappa. The materials consist of a teacher's guide containing 43 supplementary lessons that may be incorporated into existing social studies courses and a book of spirit duplicating masters for the student handouts. The main instructional goal is the reduction of stereotyping and prejudice through the development of cognitive skills and valuing processes.

Required or Suggested Time

These lessons were designed to be integrated into existing courses at the teacher's discretion. Most could easily be completed within a single class period; use of the suggested extension activities would require additional time in or out of class.

Intended User Characteristics

The authors indicate that these learning activities can be used with students in grades 8-12 in courses related to U.S. history and government, world history, sociology, psychology, and economics. The readability level of the student handouts varies, averaging grade 9 on the Fry scale. Some of the readings and activities seem to be too simple for upper-level or high-achieving high school students.

Rationale and General Objectives

Development of these materials was based on the theory that prejudice can be effectively reduced by enhancing students' valuing processes and critical thinking skills. According to the project director, the decision to develop supplementary lessons, rather than a self-contained teaching unit, was "based on the assumption that greater success in combating prejudice can be achieved if instruction is included in the basic curriculum and is not viewed as an 'add-on' or peripheral phase of teaching." Instructional objectives for each lesson are couched in behavioral terms.

Content

In addition to a preface, glossary, and index, the teacher's handbook for Reducing Adolescent Prejudice contains eight major sections. The introductory section explains the rationale for development of the materials and the procedures for presenting lessons. It also includes a sample lesson, guidelines for designing a moral-dilemma activity, and background information about the causes of prejudice and strategies for reducing it.

The second section contains nine concept-development lessons that can be used in any social studies course.

Data sheet by Ann M. Williams.

Titles of these lessons are "The Concept of Prejudice," "Stereotyping," "The Cognitive Process of Prejudice," "The Concept of Bigotry," "The Concept of the Timid Bigot," "Prejudiced Remarks," "They/We Thinking," "Overt Discrimination," and "Covert Discrimination."

The remaining six sections contain lessons specifically designed to be integrated into courses in U.S. history, world history, U.S. government, sociology, psychology, and economics, respectively. Topics covered in each section are varied. For example, U.S. history lessons cover stereotyping of American Indians at various periods in history, the meaning of "basic rights" in U.S. history, Shay's rebellion, doublespeak regarding slavery, and the freedom marches of the civil rights movement. Topics covered in lessons designed for use in economics classes include sex discrimination in hiring, income differences between whites and blacks, and the economic consequences of Japanese relocation.

Replicas of the 49 accompanying student handouts, which consist of short readings and/or worksheets, are provided in the teacher's guide. Spirit duplicating masters of the handouts are printed on perforated paper and bound into a separate book.

Teaching Procedures

The lessons are constructed in a consistent format. Each is introduced by an explanation of the major understandings conveyed by the activity and a list of specific instructional objectives. The suggested teaching strategy is divided into four parts: introduction, development, conclusion, and evaluation. Each step in the presentation of the lesson is linked to the cognitive processes used by students (which move, roughly in sequence, from lower level to higher level) and to the concepts treated in the question or activity. Finally, additional activities are suggested which can be pursued as individual or group projects in or out of class.

With very few exceptions, the basic teaching strategies direct students to read the handouts and then answer a series of questions which require them to recall, interpret, compare, infer, classify, analyze, synthesize, generalize, evaluate, predict, and hypothesize. The suggested extension activities represent a variety of experiential strategies, including research, small-group work, maintaining personal logs, and interviewing.

Evaluative Comments and Suggestions

Reducing Adolescent Prejudice is a useful supplementary resource that is somewhat marred by a number of minor, but annoying, flaws. While consistency of format is generally a virtue, in this case the format is so rigid and complicated that the result is sometimes awkward. The directions for teaching procedures are sometimes addressed to the teacher and sometimes, confusingly, to the students. In some cases, correct or possible answers to questions are provided in the lesson plan; in other cases they are not. Some of the "concepts" listed next to the teaching steps are not concepts by even the broadest definition of that term. Some important concepts are not defined; others are inadequately defined or defined in ways conflicting with current accepted use. Finally, the addition of a bibliography of additional resources would have contributed significantly to the usefulness of this resource.

In spite of these drawbacks, a teacher who would like to incorporate a few lessons about prejudice into any social studies discipline area will find some appropriate activities in these materials. The lessons are basically simple and straightforward, the handouts are easy to read, and the subject matter should be of high interest to students.

40. SOCIAL SCIENCE SKILLS: ACTIVITIES FOR THE SECONDARY CLASSROOM

Developers:	Educational Resources Center
Publisher:	Teachers College Press
Publication Date:	1981
Grade Level:	7-12
Materials and Cost:	7 books, each containing a teacher's guide and 14 to 41 duplicating masters, paperbound, $11.95 to $17.95
Subject Area:	Social studies (skill development)

Overview

The Social Science Skills: Activities for the Secondary Classroom series provides 33 activities, or modules, designed to help students "learn both the value and the limitations of quantitative data and methods in the study of social issues and in daily decision making by citizens." The modules can be used to supplement instruction in a variety of secondary courses. Each module focuses on an important social studies topic while introducing students to such quantitative concepts as indicators and index numbers; percentage and ratio; bar, circle, and line graphs; and measures of average. The modules are organized into seven books by theme: World Issues, Population Issues, Economic Issues, Energy/Consumer Issues, American Lifestyle Issues, American Government Issues, and Basic Skills. Detailed instructions for introducing and developing the concepts are provided in the teacher's guide portion of each book. The second part of each book contains duplicating masters for student handouts.

Required or Suggested Time

The modules generally require two or three class periods to complete. Additional activities suggested to extend the modules will require additional class time if used.

Intended User Characteristics

The modules are designed to be used as supplementary materials in such secondary courses as U.S. history and government, world history and geography, economics, sociology, current social issues, environmental education, and consumer education. To facilitate planning, appropriate courses for each module are listed, along with social studies concepts and skills developed. While teachers do not need training to use the materials, they should thoroughly familiarize themselves with each module before using it.

Because the student handouts contain little text material, reading level is not a serious consideration. However, students will need some basic mathematical or calculator skills for many of the lessons. The materials would probably not be suitable for slow learners.

Rationale and General Objectives

The developers of these materials believe that quantitative skills are necessary to study of the social sciences, as well as to informed decision making as a citizen in a free-enterprise society. They state: "If we want to retain the power to make informed decisions, we must be able to evaluate the quantitative data that we encounter daily." They have therefore designed these materials to help students develop the skills needed to evaluate quantitative data, both in the study of the

Data sheet by Laurel R. Singleton.

social sciences and in their daily lives. Specific instructional objectives are provided for each module.

Content

The activities in this program are designed to provide students with practice using quantitative concepts and skills while learning about a variety of social studies topics. The concepts and skills included were selected on the basis of input from social scientists, historians, mathematicians, statisticians, and experts in life-coping skills. They include indicators and index numbers; percentage and ratio; rank order, range, and continuum; classification and tables; bar, circle, and line graphs; measures of average, including mean, median, and mode; tradeoffs; research methods; and correlation and scatter diagrams.

The social studies topics were selected using input from a survey of secondary teachers. The topics were then organized into the themes represented by the seven units: World Issues, Population Issues, Economic Issues, Energy/Consumer Issues, American Lifestyle Issues, American Government Issues, and Basic Skills. Each book contains from two to six modules on related topics. For example, World Issues includes modules entitled "Comparing Nations: Health and Wealth Around the World," "Global Interdependence," "Around the Globe: Freedom and the Quality of Life," "Nations: Where Do People Live?," "Nations: Guns or Butter?," and "Warfare and Technology."

Teaching Procedures

The teacher's guide portion of each book provides complete instructional directions for using the materials. Information provided for each module includes an overview; a list of courses in which the module can be used; grade level and required teaching time; social studies concepts, quantitative concepts, and thinking skills developed; instructional objectives; a list of data sources; step-by-step teaching instructions; all necessary student materials; a [illegible] and suggested extension ac[illegible]

Most of the modules are divided [illegible] several lessons. The initial activity [illegible] each lesson is designed to be a motivator. For example, students might take an interest-provoking pretest, share a scarce resource such as cookies on the same basis that energy is shared worldwide, view and discuss transparencies, or discuss controversial topics. This is followed by introduction of the quantitative concept to be developed in the lesson, generally through discussion of student handouts providing data on a particular topic. The students analyze the data and draw conclusions based on their analysis.

The extending activities are varied; examples include growing fruit flies and plotting the growth of the colony, doing research projects, conducting an energy fair, and conducting a survey on women in the work force.

Evaluative Comments and Suggestions

Many standard social studies curriculum materials expect students to use quantitative data in drawing conclusions. Often, however, little or no guidance is provided to either teacher or students on how to use the data or how to develop the necessary skills for analyzing it. Teachers who have been frustrated by this situation will thus welcome Social Science Skills: Activities for the Secondary Classroom. Because the modules cover a wide range of topics, teachers in almost any subject area should be able to find materials applicable to their classes.

While the developers have attempted to stimulate student interest through a variety of activities, the "meat" of most of the modules is presented through discussion of data presented in various forms. Teachers may therefore need to schedule use of the modules carefully in order to avoid student boredom.

The activities were field tested prior to publication. Contact the developer (Educational Resources Center, 855 Broadway, Boulder, Colorado 80302) for information.

ERICAN WOMEN

thors:	Dorothy Jane Riggs, Rita V. Brooks, and James C. Clark
Publisher:	Coronet Instructional Media
Publication Date:	1980
Grade Level:	7-12
Materials and Cost:	Box containing 6 filmstrips. 6 cassettes, 18-pp paperbound teacher's guide, $119.00
Subject Area:	Career education, sociology, U.S. history, women's studies

Overview

American Women is a six-part filmstrip/cassette program designed to help students become aware of and evaluate various career choices and goals in light of the changing roles and responsibilities of women. In examining the careers of 19 women whose lives span the period from 1860 to the 1980s, the materials present the wide variety of roles played by women during a period of rapid social change. The filmstrips depict women of various ethnic backgrounds in business, industry, communications, sports, the arts, politics, government, and science. Interviews and quotations from the women are used extensively. The program is accompanied by a guide containing general objectives, specific objectives for each filmstrip, a summary of the content of each filmstrip/cassette program, discussion questions, and pre- and post-viewing activities.

Required or Suggested Time

The filmstrips can be shown singly, be integrated into existing curriculum, or be viewed together in successive lessons, according to individual class needs. Each filmstrip requires 10 to 11 minutes to view. One or two class periods will probably be needed to complete the follow-up discussion questions and activities suggested for each filmstrip. If time allows, social and historical issues raised by the case studies can serve as starting points for open-ended investigation of the political, economic, and creative life of historical and contemporary U.S. society.

Intended User Characteristics

The materials are recommended for junior and senior high school students in such social studies classes as U.S. history, women's studies, sociology, or career exploration. Individual filmstrips can also be used in literature, art, government, science, and physical education courses.

The program's audiovisual nature encourages its use by students with lower than grade-level reading skills. The suggested activities are varied enough to provide for differing ability levels and differences in sophistication across grades 7-12.

Rationale and General Objectives

By providing students with opportunities to see women "in a context that may be unfamiliar to many of them," American Women seeks to stimulate students' thinking about attitudes toward changing sex roles and their own "expectations for themselves in terms of working roles and life goals." Seven general objectives are stated by program developers: (1) to introduce women who have made major contributions to historical and/or contemporary

Data sheet by Diana Beer.

American life; (2) to relate occupations in the filmstrips with contemporary career issues; (3) to help students understand the experiences of the women discussed; (4) to place the experiences and accomplishments of these women within their historical and social context; (5) to relate women's changing social roles to students' personal expectations; (6) to broaden young people's thinking about their own goals; and (7) to encourage young people to become interested in learning about these and other women from the standpoint of history and social analysis.

Content

The program provides an overview of the careers of distinguished, but not necessarily famous American women from the 1860s to the present. The first filmstrip--"American Women: Business and Industry"--offers glimpses of the accomplishments of Alice Hamilton, B.J. Thompson, and Ruth Braun, whose careers were/are in the fields of industrial medicine, boutique ownership, and investment banking. The second filmstrip--"American Women: Communications"--focuses on journalism, photojournalism, and television by tracing careers of Adela Rogers St. John, Margaret Bourke-White, and Joan Briggs. "American Women: Sports," the third filmstrip, traces the achievements of Althea Gibson, Kim Peyton, Babe Didrickson Zaharias, and Amelia Earhart. In the fourth filmstrip, "American Women: The Arts," information is presented on dancer Bella Lewitsky, author and playwright Lillian Hellman, and sculptor Malvina Hoffman. Politics and public service are the focuses of the fifth filmstrip, "American Women: Law, Politics, and Government." Career accomplishments of three women are presented--Shirley Chisholm, Ruth Rushen, and Margaret Chase Smith. The final filmstrip, "American Women: The Sciences," includes discussions of the careers of psychologist Karen Horney, anthropologist Margaret Mead, and medical researcher Estelle Ramey.

All the filmstrips follow the same basic format--quotes from the women (spoken either by the women themselves or by actresses) are interwoven with narrative and photographs to create audiovisual portraits of the women and their accomplishments. Certain themes and common elements of the experiences of women in each category are stressed as the filmstrips and cassettes move back and forth from personality to personality.

Teaching Procedures

For each filmstrip/cassette, the teacher's guide presents pre- and post-viewing activities, discussion questions, objectives, and a program summary. The pre-viewing activities generally involve ensuring that students understand specialized terminology used in the filmstrips and discussing in broad terms the career field around which the filmstrip centers. Questions are provided to help teachers facilitate post-viewing discussion. Two example questions for the filmstrip on science are "What do you think is meant by Margaret Mead's phrase, 'pandering to male sensitivities?' What kinds of behavior do you think this would include?" and "Discuss Estelle Ramey's statement that young women cannot 'repeat their mother's lives, or the lives of their grandmothers' because society has changed too much." Suggested activities include role plays, filmstrip analysis, research reports on women and on particular historical concepts and events, and relating events in filmstrips to contemporary attitudes and events.

Evaluative Comments and Suggestions

This program provides an excellent overview of achievement by women in many walks of life at different time periods. The narrative and pictures are lively, interesting, and informative. The program could be successfully used in courses in any of the subjects suggested by the developers and can be modified to nearly any class level.

42. FILMS INTO FILMSTRIPS: KING

Publisher:	Media Basics, Inc.
Publication Date:	1981
Grade Level:	7-12
Materials and Cost:	Box containing 4 filmstrips, 4 cassettes, 159-pp paperbound book, and 11-pp paperbound teacher's guide, $129.95
Subject Area:	U.S. history

Overview

One of the Films Into Filmstrips series, King is a four-part filmstrip program drawn from the television movie dramatizing the life of Dr. Martin Luther King, Jr. The program covers the public life of Dr. King from the Montgomery bus boycott to his assassination. The objective of the program is to examine not only King's career but the civil rights movement as well. The segments of the program are correlated with chapters in the book included in the kit, King's Why We Can't Wait, originally published in 1964. Before- and after-viewing discussion questions are given in the teacher's guide, along with a synopsis of each filmstrip and unit activities. The program can be used as supplemental material in U.S. history classes at the secondary level.

Required or Suggested Time

Each of the four filmstrips in this program requires approximately 20 minutes to view. Used with the before- and after-viewing questions, each segment will therefore use an entire class period. Reading portions of Why We Can't Wait and doing the unit activities will require additional time, either in or out of class.

Intended User Characteristics

The program is designed for use in secondary U.S. history classes. The dramatic nature of the filmstrips and the fact that no reading is required make the program suitable for students of all ability levels. The book accompanying the kit has a readability level of grade 11; teachers in grades 7-10 may therefore wish to read selections from the book aloud or assign readings only to advanced students.

Rationale and General Objectives

Media Basics has developed its Films Into Filmstrips series to motivate reading (a related book is included with each program), encourage an appreciation of literature, and develop understanding of basic social studies themes. The specific objectives of King are "(1) to examine the ideals and achievements of one of America's great leaders, (2) to understand the sweeping concerns of Dr. King's public life--from busing to voting rights to the Vietnam War, and (3) to study the civil rights movement in terms of its leadership, achievements, and current challenge."

Content

The four filmstrips in this package are adapted from the television movie King; both the visuals and the soundtrack are drawn from that movie. Each filmstrip covers one phase of King's public life.

The first filmstrip, "There Comes a Time," deals with the Montgomery bus boycott in 1955, the beginning of what is known as the civil rights movement. The second filmstrip, "How Long, America?," covers the freedom rides

Data sheet by Laurel R. Singleton.

which desegregated public transportation in the South, J. Edgar Hoover's bitterness against King, the Kennedy administration's handling of the civil rights movement, and the campaign to desegregate Birmingham. The third segment, "I Have a Dream," examines the 1963 march on Washington, the assassination of President Kennedy and King's relations with Lyndon Johnson, King's winning of the Nobel Peace Prize, and the voter registration march from Selma to Montgomery. The final portion of the program, "We--As a People," covers desegregation efforts in Chicago, King's decision to come out against the War in Vietnam, the Poor People's Campaign, and King's assassination.

The filmstrips are used to stimulate student examination and discussion of a variety of topics, including the connection between Dr. King's religious beliefs and his public life, the social conditions and attitudes prevailing prior to the civil rights movement, the continuing efforts by J. Edgar Hoover to discredit King, Gandhi's influence on King, participation by children in protest marches and other demonstrations, the views of Malcolm X, and the links between the civil rights and anti-war movements. Dr. King's views on many of these topics are further amplified in Why We Can't Wait.

Teaching Procedures

The teacher's guide suggests that three basic steps be used for each filmstrip: pre-viewing discussion, viewing the filmstrip, and exploring themes introduced in the filmstrip through discussion or research. Example previewing questions for the first filmstrip are "What is a boycott? When is it effective and why?" and "Describe the political and social conditions under which black people lived during the 1940s and 50s." After viewing the filmstrip, students discuss such questions as "What part did King's religious faith play in his methods, actions, views, and leadership ability?" and "What problems arise when nonviolent methods are used to achieve change?" Some of the discussion questions are tied to specific chapters in Dr. King's book. Because only one copy of the book is provided with the program, teachers may have some difficulty managing its use. Oral reading or individual assignments may be possible solutions to management problems.

Along with the pre- and post-viewing discussion questions, the teacher's guide provides a synopsis of each filmstrip, vocabulary, and unit activities. The unit activities include discussion questions, creative writing activities, and research topics. An example writing activity is to write a scene between King and one of the following people: Frederick Douglass, Thomas Jefferson, Mahatma Gandhi, Cesar Chavez, George Wallace, or Abraham Lincoln.

Evaluative Comments and Suggestions

Using Dr. Martin Luther King's career as a vehicle for examining the civil rights movement in the 1950s and 60s has both advantages and drawbacks. It is difficult to present the life of King objectively. This program makes no real attempt to do so; it frankly portrays King as a hero and in so doing perhaps overestimates his accomplishments. The program is exemplary, however, in portraying King as an American hero, rather than simply as a black hero.

Focusing on King tends to neglect the activities of other individuals and groups involved in the civil rights movement; the program fails to follow-up on events since King's death. As a result, teachers cannot expect to use this program alone to teach about the civil rights movement or its impact on U.S. history.

The drama of the television movie on which the program is based, however, should stimulate students to learn more about the period. In addition, examining King's career allows teachers to focus on a number of issues--the federal government's attempts to subvert the movement, the role of the church, and the relationships of the civil rights movement to poor people of all races and to the war in Vietnam.

43. MONEY AND VALUES

Publisher:	Learning Seed Co.
Publication Date:	1980
Grade Level:	10-adult
Materials and Cost:	Box containing 2 filmstrips, 2 cassettes, 28-pp paperbound teacher's guide, 3 game cards, and 3 black-line masters for handouts, $58.00
Subject Area:	Career education, consumer education, psychology

Overview

Money and Values is a brief but informative audiovisual presentation on how attitudes toward money are shaped by societal norms, personal and family beliefs, and misconceptions. The objective is to encourage high school students and adults to better understand and evaluate their own attitudes toward money. The kit's two filmstrips, which are the core of the program, are titled "The Psychology of Money" and "Money, Status, and Careers." The accompanying teacher's guide provides discussion questions and several additional activities, including a simulation of the distribution of wealth in society. The kit can be used in such classes as career education, consumer education, and psychology.

Required or Suggested Time

The two filmstrips require 16 to 17 minutes of viewing time. Teachers should allow ample time for discussions, as students' preconceived ideas about money and the information presented in the filmstrips should provoke lively debate. The additional activities suggested in the teacher's guide would require approximately three class periods to complete.

Intended User Characteristics

This program is intended for use with high school students and adults. The program could be used in such courses as career education, consumer education, psychology, or other courses in which money or attitude development are examined. The subject matter and the audiovisual presentation should make the materials interesting to and suitable for students of all ability levels.

Rationale and General Objectives

The developers of this program believe that "one's attitudes toward money are extremely important in career satisfaction, relations with spouses, and choice of a lifestyle." They have therefore designed this program to help students "develop sane attitudes toward money and wealth" by examining the "random collection of ideas gained from childhood, isolated experiences, and mass media" that underlie their current beliefs about money.

Content

The program's content is presented through two filmstrips. The first, "The Psychology of Money," introduces the study by examining how students would react to sudden wealth. Studies of the ambivalent feelings of people toward the wealthy are discussed. The filmstrip then describes in some detail four ways in which people regard money: as security, as power, as love, or as a path to freedom. The dangers built into each of these attitudes are discussed.

The second filmstrip, "Money, Status, and Careers," examines the

Data sheet by Theodore R. Singleton, Jr.

interrelationships between a person's wealth or income, feelings of self-worth, assessment by others, and career or occupation. Changing status symbols are discussed, as are the relationship of wealth and happiness and rules for determining "money sanity," defined as "self-knowledge and an honest examination of your current values about money and the importance of status."

Teaching Procedures

The teacher's guide is generally self-explanatory. The primary teaching procedures are viewing and discussing the filmstrips. The teacher's guide presents discussion questions for each of the filmstrips. Examples are "The filmstrip observes that the subject of money is often a 'taboo topic--something you don't talk about in public.' In what ways is this true and why?" and "Do you think status symbols are a 'waste' or do they serve some useful purpose?"

The guide also suggests four additional activities. The first of these activities is a game which simulates the distribution of wealth in our society. In the game, players are divided into five groups representing the bottom 2 percent of people economically, the next 20 percent, etc. Each group is allotted a portion of a million dollar lottery prize on the basis of the total percent of wealth controlled by that group in society. The bottom group will receive nothing; the top group will receive more than 75 percent of the money. Within each group, students distribute their winnings to individual group members using guidelines provided on game cards. During debriefing of the game students examine how unequal distribution of wealth affects those with a great deal of wealth and those with little.

In the second suggested activity, the class is divided in half. Each half reads a description of a person and rates that person's health, happiness, adjustment, and future prospects. The only difference between the two descriptions is the person's present salary. The ratings are tabulated to determine whether the person's reported income influenced students' ratings.

The final two activities are discussion of a collection of quotations about money and completion of a test on money sanity.

Evaluative Comments and Suggestions

While students are often urged to be good consumers and to use money wisely, they are rarely given information to help them understand why it is so hard to do so. Money and Values will help students understand their own and others' attitudes toward money, hopefully prompting the self-examination necessary to move toward healthy attitudes.

44. OK TO BE OLD: APPROACHES TO AGING

Developers:	Jacoby/Storm Productions for the American Health Care Association
Publisher:	Sunburst Communications
Publication Date:	1980
Grade Level:	9-12
Materials and Cost:	Box containing 3 filmstrips, 3 cassettes or records, 38-pp paperbound teacher's guide, $119.00
Subject Area:	Current events, psychology, sociology

Overview

OK to Be Old is a three-part supplementary filmstrip program designed to help high school students consider and discuss issues related to aging and the elderly. Emphasizing that aging has been a forgotten topic in the schools and society, the developers intend to stimulate students to think about the myths concerning old age, prevailing attitudes toward the elderly, and the problems they face in today's society. Focusing on aging in the United States, the three filmstrips introduce topics such as the causes and roots of these myths, the lifestyle options open to elderly people, and the relationship between young and elderly people. Discussion questions which elicit student opinions and attitudes are provided in the teacher's guide, as are follow-up activities and projects.

Required or Suggested Time

Each of the three filmstrips runs 13 or 14 minutes. With a half hour of follow-up discussion, each part will take about one class period of instruction. If teachers use the suggested "post-viewing activities," a week or two of instructional time would be required.

Intended User Characteristics

This filmstrip kit is intended for students in grades 9-12. The program seems most appropriate as supplementary material for use in sociology, psychology, and contemporary issues courses that deal with topics such as aging, the human life cycle, and the generation gap. The filmstrips portray old and young people from different ethnic and racial backgrounds and of both sexes.

Rationale and General Objectives

The developers of this kit believe that "aging is the neglected stepchild of the human life cycle." While education has previously dealt with childhood, adolescence, and general adulthood, and even recently death and dying, old age has been ignored. They stress that aging should assume more importance and prominence in education because more and more people will be experiencing it in the future. The authors estimate that by the time today's students are 65 years old, 25 percent of the U.S. population will be "elderly." The authors are also concerned that many old people are treated today as second class citizens.

The major objectives of these materials as stated by the publishers are: "(1) to inspire wonder about old age and our attitudes about it; (2) to review the human aging process; (3) to encourage respect and friendship between students and the elderly; and (4) to explore some of the problems of the elderly." The authors quote Maggie Kuhn of the Gray Panthers to sum up

Data sheet by Douglas P. Superka.

the philosophy of these materials: "We deny that aging is a toilsome treadmill grinding to a tragic halt as the years pile up. We affirm aging as a life-spanning process of growth and development running from birth to death. Old age is an integral part of the whole, bringing fulfillment and self-actualization."

Content

OK to Be Old consists of three filmstrips. "How Old is Old?" focuses on several prevailing myths about the elderly, including that most of them are weak, sickly, and senile and that they have no interest in sex or capacity for love and affection. Using photographs and interview comments depicting a variety of elderly people and providing specific information, the developers attempt to dispell these myths. The roots and causes of these myths are then explored. This part of the program concludes by emphasizing that age can be measured in many ways besides chronological time, including physical health, state of mind, and feelings. Examples of elderly people in public and private life who do not fit these weak and senile stereotypes are presented and discussed.

The second part, "When You Grow Old," suggests that most young people do not think about growing old or what life will be like when they are elderly. Possible changes in government funding, attitudes, and the development of resources are discussed. Most of this filmstrip focuses on the various lifestyle options available to elderly people today in the United States. The program features nursing homes and home services, but also mentions day care centers, congregate living, and the need for even more options in the future.

"Bridging the Gap" discusses young and old people and the need for the two groups to interact and learn from one another. Gerontology as a potential career is highlighted. This filmstrip also examines the various work options open to elderly people and the different attitudes they have about retirement. A central theme of the entire program is that elderly people are as diverse as any other age group in the United States.

Teaching Procedures

The major teaching procedure used is to show and discuss the filmstrips. The teacher's guide contains ten discussion questions for each of the three filmstrips. Most of the questions start with a specific point made in the filmstrip and ask for the students' opinions or personal experiences. In the first part, for example, students are asked, "Why do you think so many people believe the myths about old age? Have advertisements and the media affected your views of old age? How? Do you agree or disagree with the person who said 'It's better to grow old than to die young?'" Quotes from poets and philosophers about growing old are also used to stimulate student reactions. For example: "The Greek philosopher Aristotle wrote, 'Education is the best provision for old age.' Do you agree? Why?"

The teacher's guide also contains suggested follow-up activities which can be used with the program. These include inviting guest speakers, research projects, painting, short-story writing, visiting nursing homes, role playing, and debates. A bibliography and list of organizations pertaining to the elderly are also provided.

Evaluative Comments and Suggestions

OK to Be Old is an interesting and well-produced filmstrip program that introduces some major issues and ideas concerning aging and the elderly in the United States today. The music, photography, and narration are effective. The program focuses almost entirely on aging in this country, saying little about the elderly and attitudes toward old age in other cultures. A program focusing on such issues would be a useful companion program that could stimulate students to discuss similarities and differences related to aging among various cultures.

45. ON THE LEVEL

Developer:	Secondary School Television Project
Publisher:	Agency for Instructional Television
Publication Date:	1980
Grade Level:	9-12
Materials and Cost:	12 sound/color programs, 15 minutes each, on videocassettes ($125.00 each) or 16mm film ($220 each) with 64-pp teacher's guide; all 12 programs also available as a VideoKit ($475.00) or via television broadcast (contact publisher for information about broadcast fees and related audio and print materials)
Subject Area:	Affective education, family life education, health, psychology, sociology

Overview

On the Level uses everyday problems and concerns of teenagers to stimulate movement toward emotional, physical, social, and intellectual growth. Special emphasis is placed on linking physical and emotional well-being. The accompanying teacher's guide contains background information; summaries of the programs; suggestions for introducing, presenting, and following up the programs; reproducible student worksheets and other materials; descriptions of extending and optional activities; and lists of relevant organizational resources, books, and articles. Related materials available from the publisher include an audio series, training workshop materials, and additional student activity materials.

Required or Suggested Time

Each of the 12 programs in the series requires 15 minutes' actual viewing time. Introducing the program and presenting follow-up questions and activities would occupy the remainder of a typical class period. By using the additional projects and extending activities suggested in the teacher's guide, several class periods could be devoted to each program topic. Although each program is an independent unit which could be integrated into the curriculum in a variety of ways, a recommended sequence for use is provided in the teacher's guide.

Intended User Characteristics

On the Level is aimed at young people aged 14-17. Although no special preparation or training is required of the teacher, materials and procedures for conducting teacher/leader-training workshops prior to using the series are available separately from the publisher.

Rationale and General Objectives

According to the teacher's guide, On the Level is designed "to help young people understand what is happening to them as they grow up and to encourage their active participation in the hard work of adolescence--reaching maturity through social and personal growth." Each program is focused on an aspect of emotional, physical, social, or intellectual growth and health. Special emphasis is placed on linking physical well-being with the ability to function well in coping with stress, conflict, and interpersonal relationships.

Data sheet by Ann M. Williams.

Content

The 12 programs are classified by general focus into three groups of four. Those dealing with "basic processes" are "Face to Face" (dealing with conflict), "Daddy's Girl" (changing family relationships), "Who Am I?" (developing self-concept), and "Journey Through Stress" (coping with stress). Programs focused on interpersonal relationships are "Surrounded" (peer group membership), "A Little Help From My Friends" (friendship), "Getting Together" (love), and "Side by Side" (prejudice). The four programs dealing with emotional and intellectual issues are "Solo" (alone vs. lonely), "Behind the Scenes" (accepting feelings), "What Next?" (career aspirations), and "Alternate Route" (thinking).

Each program dramatizes a problem or conflict situation which commonly occurs in the life of a teenager. The central characters in the stories represent a variety of racial and ethnic groups in rural, suburban, and inner-city settings; the secondary characters include some handicapped teenagers as well as a balanced mix of various sexes, races, and physical types. Adults are depicted as having problems and conflicts of their own which complicate their relationships with young people. Few of the situations have more than a tentative resolution, and some are not resolved at all; students are encouraged to speculate about what might happen next and explore alternative ways of dealing with the problem.

Teaching Procedures

In addition to a general introduction and suggestions for "getting started," the teacher's guide contains the following components for each program: summary of the story, background information about the topic, "knowledge" and "action" outcomes, suggested previewing activities, follow-up discussion questions, suggestions for extending activities and topics, reproducible masters of student worksheets, and a list of relevant books and articles for both students and teacher. A list of organizational resources in the United States and Canada is also provided.

The suggested pre-viewing activities emphasize small-group discussion, speculation, debate, and brief writing exercises. The follow-up questions encourage students to express their reactions to the program and to speculate about the feelings of the characters. Students are encouraged to explore alternative ways of resolving problems and a variety of decision-making options. The extending activities suggested in the teacher's guide are extremely varied, ranging from art work and writing assignments to research and community projects. Most of the handouts and worksheets are self-tests designed to help students examine their values, attitudes, and behavior.

Throughout the series, the questions posed are designed to stimulate reflection and speculation; there are no "right" or "wrong" answers. The role of the teacher is to facilitate the exploration and expression of personal feelings and opinions. The importance of protecting the privacy of individuals and their families is stressed.

Evaluative Comments and Suggestions

Because it deals in a realistic way with teenagers' immediate concerns, On the Level should be of high interest to high school students. The developers' efforts to ensure that any conclusions or "answers" will emerge from the students, rather than from the teacher or the materials, would appear to be largely successful.

Only one of the 12 programs, "Face to Face," was provided for viewing by this writer; thus it is impossible to make a general statement about the credibility and dramatic quality of the series as a whole. Unfortunately, the impact of this particular program was somewhat diminished by deficiencies and inconsistencies in characterization and direction. Some scenes were well developed and thoroughly believable; others were not. On the whole, however, students probably will be able to identify strongly with the characters and situations depicted in the series.

46. PHOTOSEARCH

Publisher:	Learning Seed Company
Publication Date:	1980
Grade Level:	7-12
Materials and Cost:	Box containing 35 photographs, 35 slides, 8-pp paperbound teacher's guide, $42.00
Subject Area:	U.S. history

Overview

Photosearch is a kit containing 35 page-size photographic reproductions of pictures in the National Archives. Each photograph has a question for student research printed on the back. In answering the questions, "each student becomes a history detective" and learns "to deal with the amazing volumes of historical reference books, specialized histories, old newspapers, and even the resource of older people..." A set of slides of the same photographs allows the entire class to view each photograph while the student who researched it reports on his/her findings. The teacher's guide provides answers to all of the questions.

Required or Suggested Time

Class time required to use Photosearch is minimal. The teacher's guide suggests that after students are assigned photos, they be allowed several days to research their questions. Teachers can spend one or two class periods having students share their findings or can collect the photos and redistribute them, giving each student a new research project.

Intended User Characteristics

This kit is intended for use in secondary U.S. history courses. Because some of the photographs are more difficult to research than others, teachers can assign more-difficult photographs to the more-advanced students and the photographs requiring less-rigorous research to slower students. Students with limited reading skills can be encouraged to interview older citizens in search of information related to their photographs.

Rationale and General Objectives

Photosearch is designed to help students "see what the past really looked like through the eyes of the camera." In addition to gaining this sense of the past, students--by examining and researching the photographs in the kit--gain both information-seeking skills and specific knowledge about U.S. history.

Content

This kit contains reproductions of 35 photographs from the National Archives. The photographs are drawn from the 1860s to 1940s. The subjects shown are widely varied. For example, some of the subjects pictured are the U.S. Capitol under construction in 1860, the 1926 premiere of Don Juan, a newsboy selling Father Coughlin's newspaper in 1940, women working in an aircraft factory in 1943, the death of Big Foot in 1890, and the 1889 scramble for open lands in Oklahoma.

Examples of the questions included with the photographs follow: "What building is under construction? Within two years, when was this picture taken?" "About when was this factory picture taken? Make a guess as to what the domes are for." "This picture could be captioned, 'The Death of Big

Data sheet by Laurel R. Singleton.

Foot.' Explain the circumstances surrounding this photo."

Teaching Procedures

The suggested procedure for using the Photosearch kit is to assign each student a photograph to research. Students should be allowed several days to research the questions on the photographs using any appropriate research technique--talking to older citizens, checking historical reference books, or looking at old newspapers. When the research is complete, the slides of the photographs can be projected while students share their research results with the class. If classroom time is limited or the teacher wishes to have students do additional research, the sharing can be eliminated, written reports can be collected, and the photographs can be redistributed to the students, making sure that each student gets a new photograph to research.

As an alternative procedure, the teacher's guide suggests that the slides be shown to the class to see how many of the photographs can be explained using the students' existing knowledge and clues in the pictures. The photographs can then be used for follow-up by interested students.

The teacher's guide includes the answers to all the questions.

Evaluative Comments and Suggestions

Photosearch provides an easy-to-use means of involving students in historical research. Because the research can be conducted in a number of ways, students of all ability levels should be motivated to participate.

47. PSYCHOLOGY OF MASS PERSUASION, THE

Author:	Kathleen Mayo
Publisher:	Human Relations Media, Inc.
Publication Date:	1981
Grade Level:	11-12
Materials and Cost:	Box containing 3 filmstrips, 3 cassettes, paperbound teacher's guide, $109.00
Subject Area:	Communications, current events, political science, psychology, social studies, U.S. history

Overview

The Psychology of Mass Persuasion is a filmstrip/cassette program that introduces high school students to an important positive and negative influence on their lives, persuasion. Topics covered in the filmstrips include attitude change and development, techniques of persuasion used by politicians and advertisers, and propaganda. The discussion questions and suggested activities accompanying the materials challenge students to critically evaluate and research these issues. In addition to filmstrip overviews and scripts, questions, and suggested activities, the teacher's guide contains lists of concepts and learning objectives as well as a bibliography of resources.

Required or Suggested Time

Each of the three filmstrips requires approximately 13 minutes to view. The time needed to answer the eight review questions for each filmstrip will depend on the ability level of the students. The amount of time designated for discussing the general questions is left to the discretion of the teacher. If the suggested activities are used, they require additional time inside or outside class.

Intended User Characteristics

Although the developers do not specify a grade level for the program, the pace of the filmstrips and the content and vocabulary of the entire program suggest that it is most appropriate for high school juniors and seniors. Even students who read below grade level can understand the filmstrips, contribute to the follow-up discussions, and participate in several of the suggested activities that do not require reading.

The program could be used as the core of a unit in psychology or communications. It could also be used to supplement current events, political science, social studies, and U.S. history classes. If teachers of these subjects have little background in persuasion, they should use the bibliography of resources to strengthen their understanding, as discussions can become complex.

Rationale and General Objectives

The teacher's guide states that the program "is designed to introduce students to the influence of persuasion by examining the formation of attitudes, their susceptibility to change, and some of the techniques of mass persuasion, including propaganda." Students need this information because "the same techniques of persuasion can be used for either altruistic or evil purposes" and "an awareness of the paradoxical nature of persuasion should enable us to become more sensitive--and therefore less susceptible--to propaganda intended to

Data sheet by Sheryl B. Robinson.

dupe or manipulate us." The objectives are designed to give students background knowledge and to enable them to discuss issues of persuasion critically in order to provide "a basis for critical analysis and evaluation in their own lives."

Content

The three filmstrips provide progressively more-complex information about the influence of persuasion. The content is based on research from psychology and communications, but is explained in terms of examples from history as recent as the 1980 presidential election. The narration is read by male and female narrators. The colorful and attractive visuals include clever cartoons and actual photographs of historical events. The developers have avoided ethnic and sex bias.

"Attitudes and Attitude Change" dispels the stereotype that manipulators can easily shape our thoughts and actions. The filmstrip begins by explaining that attitudes are complex because feelings, knowledge, parents, and cultural norms and customs affect their development. It then discusses why attitudes are difficult to change and why a change in attitudes does not always lead to a change in behavior. The filmstrip concludes by presenting the advantages and disadvantages of having flexible attitudes.

"Buyers and Sellers" explores the techniques of persuasion used in politics and advertising. It demonstrates first that both professions use persuasion in similar ways. It then defines three of the most important elements they use--the audience, the source, and the message--and explains techniques used to manipulate these elements. The final discussion focuses on the reasons persuasion helps and harms individuals.

"Propaganda" discusses the stereotype that propagandists are able to brainwash the public. First it explains that propaganda fails due to such factors as the audience's lack of interest. Next techniques used by propagandists are described, as are criteria for evaluating source credibility, one of the most effective techniques for combatting propaganda. The filmstrip mentions that perhaps the best protection against propaganda is the skepticism that arises when we feel persuasion controls our lives because this skepticism leads us to critical evaluation. The final issue presented is the ethics of persuasion.

Teaching Procedures

Students study persuasion by viewing filmstrip/cassettes, answering questions, and participating in activities. The review questions require students to demonstrate their understanding of the filmstrip content. The general questions necessitate that they apply the knowledge to their own lives and critically evaluate it. The activities involve them in analyzing persuasive events such as political and advertising campaigns and researching persuasion in more depth. However, the teacher's guide does not contain instructions to help teachers use the program. This means that they must spend time reviewing the program to plan procedures, sequence activities, and develop a time frame. Since each filmstrip builds on the content of the preceding ones, having students view them in order is advisable. However, all sequencing is left to the discretion of the teacher.

Evaluative Comments and Suggestions

The Psychology of Mass Persuasion introduces students to important concepts and issues of persuasion, a strong influence on their daily lives. Unlike many materials, the program emphasizes both the advantages and disadvantages of persuasion. Although the narrative that accompanies individual slides is long, the filmstrips should hold student interest with the exciting visuals, examples that are familiar to them, and the use of male and female narrators. Students with reading problems can also learn from the multimedia presentation. However, whether or not students achieve the objectives depends on teachers, who must be able and willing to spend time planning the teaching procedures.

48. TOWARD A BETTER WORLD

Authors:	Harriet Baldwin and Bruce Ross-Larson
Publisher:	World Bank
Publication Date:	1981
Grade Level:	9-12
Materials and Cost:	Kit containing 5 filmstrips and 5 cassettes; 36 copies each of 4 student books, paperbound, 40 to 48 pp; 36 copies each of 3 student pamphlets, paperbound, 8 pp each; 4 teacher's guides, paperbound, 52 to 116 pp, plus 12 to 30 worksheets, $180.00 (contact publisher for information on purchase of individual components)
Subject Area:	Current events, economics, global studies, world geography, world history

Overview

Toward a Better World is a supplementary program designed to "help young people better understand the need for and process of economic development." The program is divided into four parts, each with its own teacher's guide, student materials, and one or two filmstrips. The first part acquaints students with characteristics of developing countries, the process of economic development, and the effects of economic development on growth and global interdependence. The remaining three parts present case studies of economic development in Mexico, India, and Kenya. The four teachers' guides present a number of instructional aids, including detailed lesson plans. The program is published by the World Bank, an international institution that lends money to developing countries for development projects.

Required or Suggested Time

The entire Toward a Better World program can be used as the basis for a six- to nine-week unit in such courses as current events, economics, global studies, world geography, or world history. The publisher recommends that the introduction be presented first, followed by the case studies in any order. However, the case studies can be used individually or the introduction can be used with only one or two case studies.

Intended User Characteristics

This program is intended for use with students in grades 9-12. A Fry readability analysis showed the average reading level of the student materials to be grade 9. Students from low-income families may find it difficult to identify with the concept of "rich" countries, since their own experience of life in the United States is different.

Although no special teacher training is required, the teacher should become thoroughly familiar with the content before beginning instruction.

Rationale and General Objectives

The developers believe that economic development helps "hundreds of millions of people to improve their physical and material well-being and better fulfill their potential as human beings." They have therefore designed the materials to meet two broad goals: (1) to increase student knowledge "of the nature and extent of world poverty, of the process of economic development, and of the

Data sheet by Laurel R. Singleton.

growing interdependence of rich and poor countries that economic development is bringing about" and (2) to encourage students to develop "informed opinions about relieving world poverty, about economic development, and about global interdependence."

Content

Toward a Better World is divided into four parts. The first, entitled The Developing World, opens with a filmstrip which contrasts conditions in developed and developing nations. Students then examine the characteristics of developing countries, the process of economic development, and the effects of economic development on growth and global interdependence. Both benefits and unsolved problems are discussed; among the unsolved problems is failure as yet to achieve economic equity in developing countries, particularly for women. Students also discuss various opinions about poverty, foreign aid, and economic development.

The remaining three portions of the program present case studies of individual development projects; the case studies are The Rajasthan Canal Project in India, Small-Scale Industries in Kenya, and Tackling Poverty in Rural Mexico. All the projects described inolved some investment by the World Bank. In each case study, students compare the United States and the country under study using the Economic Summary pamphlet provided with each. They then read about the conditions in the country preceding the development project, the process involved in implementing the project, and its effects.

Teaching Procedures

The teachers' guides contain detailed lesson plans--15 for the introductory unit and 8 for each case study. For each lesson, objectives, materials, vocabulary, activities, homework, and supplementary activities are listed. Some activities are designated as being appropriate for highly motivated students. The primary teaching activities are viewing filmstrips, reading student materials, completing worksheets, and class and small-group discussions. The teachers' guides contain black-line masters for the worksheets, which provide a wide variety of activities. Some involve students in work with maps, charts, graphs. and statistics; others describe role plays, simulations, or debates. Still others ask students to react to opinions about various topics or to resolve moral dilemmas. Creative writing exercises are also included.

The teachers' guides include such other aids as the filmstrip narrations, tests, a list of films, and a list of additional reading for teachers.

Evaluative Comments and Suggestions

The developers of Toward a Better World have produced a set of materials containing a great deal of information not generally available in other educational materials. The material is conveyed through a variety of stimulating activities.

Teachers who use the program should be aware, however, that the treatment of a number of issues is limited. One of these issues is why some countries are more developed than others. One reason cited by the developers is that technology came late to the developing countries, yet there is little explanation of why this was so. Increased historical information would therefore be useful, particularly in helping students understand why most of the developing countries have nonwhite populations. Similarly, the developers state that not everyone in developing countries is poor and that those countries do have rich cultures and histories. However, because the program addresses economic problems, the picture conveyed is one of widespread poverty. More cultural information would thus be useful. Finally, teachers might wish to have students examine further the political factors which affect provision of economic aid to developing countries.

Toward a Better World was field tested in schools in the Washington, D.C. area. Contact the publisher for more information.

49. TURNING POINTS IN HISTORY

Publisher:	Prentice-Hall Media, Inc.
Publication Date:	1981
Grade Level:	9-adult
Materials and Cost:	Boxes, each containing 1 filmstrip, 1 cassette, 1 paperbound teacher's guide (16 to 26 pp), $39.00 each
Subject Area:	U.S. history, world history

Overview

This continuing documentary filmstrip series, appropriate for high school students or adult audiences, is designed to supplement existing history programs. The four filmstrips analyzed for this review are (1) "The Long March," which describes Mao Tse-tung's march across China in 1934, (2) "The Berlin Air Lift," which documents the first major confrontation between the Soviets and the Western powers, (3) "The Cuban Missile Crisis," which focuses on the air/sea blockade of cargo shipments of military equipment to Cuba in 1962, and (4) "Sputnik," which documents Sputnik's launching and its impact on the space race. Eight other titles are currently available. The developers believe that studying such crucial events will help students "increase their reasoning skills while gaining a greater understanding of the position of the United States in world affairs today."

Required or Suggested Time

Each of the filmstrips requires approximately 13 to 15 minutes of viewing time. An additional 20 to 40 minutes should be allowed for discussion of questions provided in the teacher's guide. The programs can be used individually or together.

Intended User Characteristics

The filmstrips are appropriate for high school students or adult audiences and can be used to supplement existing U.S. or world history courses. The filmstrips could also be integrated into such courses as sociology, psychology, economics, political science, foreign policy studies, and third world studies. Although no special preparation or skills are required of the teacher, teachers should be familiar with the materials before showing them to the class and should read the historical background information provided in each teacher's guide.

Rationale and General Objectives

The developers believe that students need to examine and discuss significant 20th-century historical events to help them understand that landmark events occur throughout history and that when these crises occur, they call for innovative decision making, altering of national priorities, and new directions for national efforts. The developers believe that "students also need to study the role of the United States in determining future political realities... studying the importance of the event itself and its impact on the world today should help students to understand the place of the United States in politics today." Learning objectives for each unit are stated in its teacher's guide.

Content

Each of the filmstrips presents a narrated documentary of a particular momentous event affecting the position of the United States in world affairs. "The Long March" describes and shows Mao Tse-tung's 6,000-mile march across

Data sheet by Sydney J. Meredith.

China in 1934. The film traces Mao's flight from Chiang Kai-shek's forces to the development of the Communists in Yenan in Northwest China, emphasizing the influence of the long march on international relations.

"The Berlin Airlift" documents the first major confrontation between the Soviets and the Western powers. It shows the beginning of the Cold War and the determination of the United States to contain Communism.

"The Cuban Missile Crisis" focuses on the air-sea blockade of cargo shipments of military equipment to Cuba in 1962. It documents the actions and policies President Kennedy used to force the Soviets to dismantle their long-range nuclear missile sites on Cuba. "Sputnik" documents Sputnik's launching and its impact on the space race. The effect Sputnik had in spurring the United States to compete with the Russians in conquering space is covered.

The narrated filmstrips depict significant events leading up to the crises, as well as the events of the crises. Maps illustrating the geographical area affected by the events are shown.

The eight titles not analyzed for this review cover the McCarthy hearings, the 1929 Stock Market crash, the assassination of Archduke Ferdinand, passage of the 1964 Civil Rights Act, the Manhattan Project, the Russian Revolution, Zaire's struggle for independence, and the Treaty of Versailles. Other titles are currently under development.

Teaching Procedures

In addition to providing a written narration of the filmstrip program, each teacher's guide reviewed briefly introduces the event, describes how the teacher can use the program in the classroom, presents a summary, lists learning objectives, provides historical background information, recommends how the filmstrip can be integrated into the curriculum, presents questions for discussion and research, and includes a bibliography. Teachers must then determine when and how they intend to use the materials.

To illustrate use of the materials, consider "The Long March." The teacher first reads the introduction in the teacher's guide and determines how to implement the program in the classroom. Suggested ways of using the filmstrip are as an introduction to the study of modern China, to develop understanding of U.S. and European foreign policy as it pertains to China, as an introduction to the life and philosophy of Mao Tse-tung, and as part of a comparative analysis of Communist ideology and practice in the Soviet Union, the Third World, Eastern Europe, and China. After this decision is made, the teacher reads the historical background information provided in the guide which briefly describes China in the 19th and 20th centuries. After previewing the filmstrip, the teacher shows it to students, who then participate in a follow-up discussion. The questions call for students to predict, infer, analyze, and synthesize, rather than simply recall. A sample discussion question is "Discuss the reasons for the Long March of 1934-35. How did the Long March and the subsequent stay in Shensi help to consolidate the power of the Communists over the Chinese nation? How did it help to consolidate the power of Mao over the Communists Party? Speculate on what China would have been like today without the Long March." Other questions provide topics for additional research. According to the publisher, the teachers' guides for other programs in the series vary somewhat from those reviewed here.

Evaluative Comments and Suggestions

In terms of its method of presentation and accompanying teaching materials, the Turning Points in History series is typical of well-produced audiovisual materials. The most unusual aspect of the series is each program's focus on one critical event of the 20th century. Thus, individual programs can be selected to meet the teacher's needs: purchase of the entire series or a large package of materials covering many events is unnecessary

50. AMERICAN HISTORY RE-CREATIONS

Authors:	Various
Publisher:	Interact
Publication Date:	1980-1981
Grade Level:	7-12
Materials and Cost:	5 sets of 35 student handbooks (28 to 32 pp) and 1 teacher's guide (71 to 86 pp), $40.00 per set
Number of Participants:	Entire class
Subject Area:	U.S. history

Overview

American History Re-Creations includes five sets of simulations divided on a chronological basis. The periods of U.S. history covered are 1637-1803, 1804-1861, 1862-1912, 1913-1940, and 1941-1971. For each time period covered, five simulations or "re-creations" are included: one trial, one debate, one presidential election, one congressional session, and one presidential decision. Each re-creation requires three to four days of class time; this includes all time needed for preparation, actual conduct of the simulation, and debriefing. The materials are designed to supplement U.S. history courses in junior and senior high schools.

Required or Suggested Time

Each of the five sets of American History Re-Creations contains five simulation activities involving reenactment of events during a particular historical period. Each re-creation requires three to four class periods--one for pretesting, role assignment, and reading; one or two for conduct of the simulation; and one for debriefing and posttesting (if desired). Teacher preparation time is minimal. Students are not required to do out-of-class research of their roles, but reading their textbook's coverage of the subject of the reenactment would be helpful.

Intended User Characteristics

This program is intended for use in junior or senior high school U.S. history classes. Selected re-creations could be used in other classes as well. For example, "'New Immigration' and the Quota System" would be suitable for use in a sociology course; many of the simulations would be useful to political science teachers.

The publisher states that "students aged 13 and older who have average or higher reading ability should be able to master the minimal reading required." A Fry readability analysis of the student readings (which provide background information on the events to be reenacted and descriptions of student roles) showed a reading level of 12th grade, however. Thus, students of average reading ability, particularly at the junior high level, may require some assistance with the readings in order to use the materials profitably.

Rationale and General Objectives

The American History Re-Creations are designed to meet professed teacher needs for participatory activities that can be done in a limited amount of time. Providing active, varied learning experiences accomplishable within a few class periods was a key factor in development of the materials.

The teachers' guides explain the purpose of each re-creation and list

Data sheet by Laurel R. Singleton.

knowledge, skill, and affective objectives. Sample objectives from "The Trial of Anne Hutchinson" are "knowing how one person can fight against injustice and have impact upon history," "appreciating the fact that American history contains heroines as well as heroes," and "utilizing oral skills to sway opinion toward one side or the other."

Content

The American History Re-Creations are divided into five segments by time period. Each segment covers five events that occurred during that time period. The time periods and titles of the re-creations for each are listed below:

1637-1803: "The Trial of Anne Hutchinson," "The Second Continental Congress and Independence," "The Virginia Ratifying Convention," "The Election of 1800," and "Jefferson and the Louisiana Purchase."

1804-1861: "The Election of 1828," "Should We Fight Mexico?," "The Seneca Falls Debate," "The Trial of John Brown," and "Lincoln and Ft. Sumter."

1862-1912: "The Trial of Andrew Johnson," "The Dawes Act and the American Indian," "Imperialists and Anti-Imperialists Debate Fighting Spain and Acquiring the Phillipines," "T.R. and the Coal Strike of 1902," and "The Election of 1912."

1913-1940: "Wilson and the League of Nations," "'New Immigration' and the Quota System," "The Scopes Trial," "The Election of 1936," and "Should We Aid the Allies?"

1941-1971: "MacArthur and the Korean War," "JFK and the Cuban Missile Crisis," "The Election of 1964," "Should Black Americans Follow Martin Luther King, Jr?," and "The Trial of William Calley."

The student booklets provide background readings on each of the events to be reenacted, along with information about the roles students are to assume. The information provided is adequate to permit students to reenact the events with reasonable accuracy without doing further research.

Teaching Procedures

Five types of events are reenacted in the program: trials, debates, presidential elections, congressional sessions, and presidential decisions. Detailed instructions for conducting the simulations are provided in the teachers' guides. The first day of each simulation is devoted to preparation. This preparation includes assignment of roles and background reading by students. Pretests of attitudes and knowledge are provided for some of the re-creations. The second and third days are devoted to reenactment of the event. Although some of the simulations do not have enough speaking roles to provide for the entire class, all students have an active role in deciding what they believe the outcome of the reenacted event should have been. The last day is reserved for debriefing. Suggested debriefing activities include reading essays on the historical aftermath of the event, taking a posttest, writing exercises, and small-group discussion of such questions as "Does the emergence of the multinational corporation...suggest that imperialism is becoming a multinational enterprise?" Follow-up activities are suggested for some of the re-creations.

Evaluative Comments and Suggestions

Teachers will find this package of materials most useful in providing participation activities which require little preparation or classroom time. In writing the re-creations to fit into a limited time span, the authors have provided all the background information students will need. Two possible problems may arise from this approach. First, some of the background readings and role descriptions have a high reading level which may present problems for some students, particularly at the junior high level. Second, eliminating the need for student research also eliminates the benefit of building information-seeking skills. Teachers who wish to build such skills can of course require that additional student research be done.

51. DRAFT

Author:	Ken Hogarty
Publisher:	Interact
Publication Date:	1980
Grade Level:	7-12
Materials and Cost:	Teacher's guide, paperbound, 30 pp, $20.00
Number of Participants:	15-35
Subject Area:	Civics, current events, political science, U.S. government, U.S. history

Overview

Draft is a two-phase simulation designed to introduce secondary students to the controversy surrounding "the Selective Service System and the conscription of citizens into the American armed forces." In the first phase, students conduct a local draft board appeals hearing set during the Vietnam War. In the second phase, students in the roles of congresspersons who are members of special interest caucuses hold meetings and full House deliberations on a proposed universal service plan for the 1980s. In the optional third phase, students work on a variety of activities that require them to examine personal beliefs related to the controversy. The first two phases of Draft can be completed in six class periods if students read background information on their own time. The simulation can be used to supplement units in government, U.S. history, current events, or political science.

Required or Suggested Time

The teacher's guide specifies daily lesson plans and a time chart for six approximately one-hour class periods. However, the guide also suggests ways to shorten the simulation by decreasing the number of appeals and amendments debated in the first two phases and ways to extend the simulation by adding one or more activities in an optional third phase.

Intended User Characteristics

The publishers suggest that Draft can be used by students in grades 7-12. However, this analyst found that the reading level of the student handouts varied from the eighth grade to the college level, averaging 11th grade. Therefore, the simulation is most suitable for students in grades 10-12. Teachers can assign students in these grades with reading difficulties to work with better readers in a small group.

Rationale and General Objectives

The author states that the simulation introduces students "to the complex, controversial history of the Selective Service System and the conscription of citizens into the American armed forces." He explains that the issues should interest students because the young adult population is diminishing, the world scene is troubling, and throughout history, there have been dramatic sudden shifts in draft policy.

Content

In the first phase, students read information on the history of the Selective Service, the draft, 1967 draft boards, and the 1967 registrant classification system to prepare for the role play. They experience the process of a draft board appeals hearing as potential draftees request changes in classification or deferments for both altruistic

Data sheet by Sheryl B. Robinson.

and self-serving reasons. Thus, the students must deliberate such complex questions as how to apply the classification system to individual cases in a fair and impartial way.

In the second phase, students study legislation providing an alternative to the Selective Service System. The Interact All-American Service Act requires all men and women to enter either military or nonmilitary service. In addition to studying the advantages and disadvantages of the bill, students consider how the bill might be amended to serve the aims of a variety of special interests. By participating in a simulated Congressional session, students gain insight into the process by which legislation is enacted.

Throughout the simulation, students defend their positions and oppose others in oral presentations. At the conclusion of the session, students vote for or against the final legislation on the basis of their own beliefs. Students who participate in the optional follow-up activities pursue issues that emerged in the preceding phases and examine personal beliefs on the controversy in more depth.

Teaching Procedures

At the beginning of the simulation, students take a pretest to evaluate their knowledge of and feelings about the Selective Service and the draft. After studying background materials in the student guide and information sheets duplicated by the teacher, 15 students become registrants seeking a classification change or deferment, draft counselors, and friends of the potential draftees. The rest of the class become members of the local draft board, and either the teacher or a bright student becomes the appeals agent, who conducts the hearing.

In the second phase, students read the universal service plan. Then they become congresspersons belonging to various caucuses. Members of the female, ethnic minority, military-industrial, peace, and balanced budget caucuses separately explore the pros and cons of amendments to the plan. The progressive caucus discusses the pros and cons of the original bill and the amendments that may be presented by the other caucuses. Position papers and letters-to-the-editor included in the simulation provide students with information regarding the arguments.

Two students become the speaker of the house and the parliamentarian. The speaker opens the full session by asking a member of the progressive caucus "to make a motion that the Interact All-American Service Act bill be adopted as written." Next, each caucus presents an amendment which is debated and voted on. The session ends with a vote on the final version of the bill.

As a follow-up to the simulation, students work as individuals or group members on one or more optional activities. For example, they design posters or advertising campaigns to support a position on the draft or answer letters-to-the-editor from people concerned with the draft.

At the conclusion of the role playing, the teacher leads a debriefing session. Students discuss issues that emerged during the activities, their feelings on the controversy, and the simulation process. Afterwards they take the pretest again to determine if the simulation changed their knowledge and feelings. The simulation ends with a discussion of the test results.

Evaluative Comments and Suggestions

The simulation should enable students with different backgrounds to begin to understand the Selective Service System and draft controversy. Many students can take active roles, since participation does not require expertise in any particular skill. The simulation should proceed smoothly because the tasks to be performed are clearly specified and essential information is provided. The research on which students base the role play is accurate, current, and critical. The simulation would be strengthened, however, by provision for updating the historical information on the draft, since it concludes with President Carter's 1980 plans to reinstitute peacetime draft registration.

52. POLICE PATROL

Developer:	Todd Clark
Publisher:	Zenger Productions, Inc.
Publication Date:	1981 (2nd ed.)
Grade Level:	7-12
Materials and Cost:	Packet containing role cards, other game materials, and 10-pp paperbound teacher's guide, $15.00
Subject Area:	Legal education
Number of Players:	20-35

Overview

Police Patrol is a one- to five-day simulation game designed to help secondary students better understand what law is, what police officers' duties are, and what pressures and fears police officers experience in their work. The developers believe this understanding is a necessary prelude to effecting changes in negative attitudes held by students, who probably do not know what it is like to be a police officer. Although Police Patrol is primarily a role-play simulation, other activities included in the unit provide opportunities for flexible use in a variety of classroom contexts. While some of the role plays have been updated and the schedule of activities has been revised somewhat, the basic substance and procedures in this second edition of Police Patrol remain largely unchanged.

Required or Suggested Time

The teacher's guide suggests schedules for using the various activities in periods of one to five days. The supplemental activities which are not part of the basic simulation could be used to provide a longer learning unit.

Intended User Characteristics

The role-play situations and other activities are most appropriate for junior and senior high school students. Because reading ability is not required for successful participation in Police Patrol, the materials are especially good for students who do not express themselves well verbally. The exercise could also be adapted for use with elementary-age children or adults. The game can be used with students of diverse ethnic and socioeconomic backgrounds.

Prior to use, teachers need to learn the game process and should become thoroughly familiar with the police function in their communities. Having a police officer observe the role-playing activities and assist in debriefing the exercise is also helpful.

Rationale and General Objectives

The developers of Police Patrol believe that young people see the police as a major symbol of the political system. Thus, the development of positive attitudes toward the police is important to the development of positive attitudes about citizenship, participation, and responsibility. Working from research that indicates that contact with the police--negative or positive--is the key determinant of youth attitudes, the developers have created activities intended to clear up a range of common misconceptions concerning the police function. Improved understanding of the role of police in society and the scope of police responsibility should help students feel less negative about their contacts with law-enforcement

Data sheet by Mary Jane Turner.

officers. In addition, by providing an opportunity for police and students to interact freely in a nonthreatening atmosphere, Police Patrol can promote greater police understanding of young people's concerns and attitudes.

Content

Police Patrol is primarily composed of 12 role-playing incidents designed to reflect the kinds of services police officers perform and to indicate the complex problems with which police officers must deal. In one incident, for example, the police are requested to investigate a prowler report by a lonely, frightened old couple. In another, they must respond to settle a domestic quarrel between a husband and wife. Several other incidents present situations in which young people might well encounter police officers.

A second component of the program is an attitude survey. This activity allows students to explore why they feel as they do about police and perhaps to compare their attitudes with those of other students, parents, businesspersons, and so on. Field-work assignments take students into the community to find out more about the police department and community attitudes. A set of problem situations demonstrates the conflict between maintaining law and order and preserving constitutional freedoms; several case studies and wall visuals offer varying perspectives about the proper function of the police. The supplementary materials in the packet include "problem situations" intended to get students to voice their opinions on the legal, political, and practical issues involved in law enforcement.

Teaching Procedures

For the role-playing portions of Police Patrol, the class is divided into small, equal-size groups. Two members from each group are chosen to portray police officers; they are given a "Police Manual" which contains information about the police officer's point of view, a list of departmental regulations, a statement of a police officer's duty, and the Miranda warning. One participant is chosen from the group to observe and critique the activity; the other participants role play the persons involved in the incidents. Groups role play incidents simultaneously. When the activities are concluded, the observers present their evaluations to their groups. The students playing police then reassemble, and each pair describes to the class as a whole how they felt and what problems they encountered. From two to four rounds of role playing are conducted, depending on how many days are being devoted to the activity.

The attitude survey can be used as a pretest, as a pre/postmeasurement of attitude change, or as a comparative study. The problem situations and case studies can be used in small- or large-group discussions.

Evaluative Comments and Suggestions

Police Patrol is a highly motivating activity, especially for those students who do not normally express themselves verbally in classroom situations. It is particularly effective if a police officer is involved in observing and debriefing the role-playing incidents.

ANALYSES OF TEACHER RESOURCE MATERIALS

ANALYSES OF TEACHER RESOURCE MATERIALS

Entry No.	Title	Page No.
53	Activities Handbook for Energy Education	131
54	Consumer Education Learning Activities	132
55	Education in the 80's: Social Studies	133
56	Essential Social Studies Skills for Senior High School Students	134
57	Ethnic Studies Sampler: The Best of the Title IX Project Materials	135
58	Forum Micro/Macro System	136
59	Games Children Should Play	137
60	Global Issues in the Intermediate Classroom	138
61	Images in a Crystal Ball	139
62	Improving the Use of Social Studies Textbooks	140
63	Intercom	141
64	Media/Classroom Skills: Games for the Middle School	142
65	New Pioneers: Seminar Leader's Handbook	143
66	Newspapers and Law-Related Education	144
67	Our Living Community	145
68	Parenthood Handbook, The	146
69	Social Studies for the Eighties	147
70	Social Studies in Secondary Education	148
71	Using Local History in the Classroom	149
72	Values Realm, The	150
73	What to Do When the Lights Go On	151

53. ACTIVITIES HANDBOOK FOR ENERGY EDUCATION

Authors:	Alfred DeVito and Gerald H. Krockover
Publisher:	Scott, Foresman and Co.--Goodyear Books
Publication Date:	1981
Grade Level:	K-8
Materials and Cost:	Book, paperbound, 163 pp, $10.95
Subject Area:	Energy education

This handbook was written "to present energy knowledge and to translate this knowledge into suitable activities interpretable by children." Thus, the book contains much background information about energy, its sources and uses, and conservation, along with activities and interest-stimulating information.

The book is divided into five chapters. The first, "Energy: A Delicate Dilemma," provides an overview of some of the energy problems which the world faces today. The second chapter focuses on the sources of energy, including solar, wood, coal, steam, oil, radiant, wind, gas, and nuclear. The third chapter discusses such energy uses as transportation, household and commercial usage, industry, and electric power generation. The fourth chapter covers energy conservation, and the final chapter examines energy use and production in the 21st century. A bibliography concludes the book.

Each chapter provides a great deal of background information which the teacher can use for self-education or can share with students. "Did You Know?" and "Does It Make Sense?" sections provide quotations, facts, and questions about energy which teachers can use to stimulate student interest. For example, one "Did You Know?" section informs readers that "If every automatic dishwasher in the United States was run one less load a week, we would save the equivalent of about 9,000 barrels of oil a day--enough to heat 140,000 homes during the winter."

Each chapter also includes activities to help students investigate energy. The activities are quite varied, ranging from conducting experiments with various energy sources to role playing personnel of a coal mining company and government inspectors, playing energy bingo, reading maps and charts, and designing a passive solar home.

Because the activities are appropriate for both science and social studies classes, the study of energy can be introduced throughout the curriculum. However, social studies teachers may regret the lack of activities related to the role of values in making energy decisions and the politics of energy use. The authors intentionally omitted these topics because of the limitations of space and the complexity of the issues. By providing "foundational energy knowledge" which educators must have to understand the complex political issues, the authors hope to enable educators to develop their own activities on these energy-related topics. (LS)

54. CONSUMER EDUCATION LEARNING ACTIVITIES

Authors:	Jerry Forkner and Gail Schatz
Publishers:	Social Science Education Consortium, Inc. and ERIC Clearinghouse for Social Studies/ Social Science Education
Publication Date:	1980
Grade Level:	4-12
Materials and Cost:	Book, paperbound, 60 pp (plus student handouts), $10.95
Subject Area:	Consumer education

This book provides 24 model lessons in consumer education designed "to help students learn to ask the right questions." Because consumer information changes so rapidly, the emphasis is on use of such skills as questioning and decision making. The lessons are designed to actively involve and motivate students.

The authors have organized the activities around the nine consumer education categories identified by the Department of Education: basic economics of the marketplace; legal rights, redress, and consumer law; financial management and credit; energy consumption and conservation; major purchases; special problems; federal assistance and services; consumer representation; and government regulatory processes. Specific topics covered include supply and demand, small claims court, using credit, developing a budget, advertising, energy conservation, recycling, comparison shopping, and product safety.

The instructional strategies used in the lessons are varied. Activities students are involved in include conducting a mock auction of scarce resources (candy and gum), role playing consumers complaining to merchants, conducting a mock small claims court proceeding, listening to a panel of adults discuss their approaches to budgeting, conducting a taste test of brand name products and generic products, comparison shopping, developing a budget, and designing advertisements.

The lessons are identified by the grade levels for which they are appropriate; lessons usable with students in grades 4-12 are presented. For each lesson, the authors present a content focus (e.g., budgeting, supply and demand), subject area (e.g., social studies, home economics, science), objectives, time and materials required, step-by-step procedures, and black-line masters for student handouts. The model lessons should give teachers interested in consumer education ideas for developing student participation activities of their own. (LS)

55. EDUCATION IN THE 80'S: SOCIAL STUDIES

Editor:	Jack Allen
Publisher:	National Education Association
Publication Date:	1981
Grade Level:	K-12
Materials and Cost:	Book, paperbound, 139 pp, $8.95 (also available clothbound, $12.95)
Subject Area:	Social studies

This collection of 13 papers by social studies educators was developed to meet social studies teachers' need "to provide instruction now that takes into consideration future societal needs." While some of the papers provide practical teaching suggestions, most of the book focuses on "the 'why' and 'what' of social studies programs," to help teachers determine "what educational priorities are appropriate for students."

The first three chapters in the book examine the essential purposes of social studies from several perspectives, focusing most heavily on social studies as citizenship education and social studies as a means of self-realization.

Chapters 4 through 8 cover various areas of knowledge and understanding required by society. Chapter 4 discusses the uses of history in social studies instruction, describing ways of organizing and presenting historical subject matter. Chapter 5 deals with the place of geography in social studies instruction. The implications of cultural pluralism for the social studies curriculum are the topic of Chapter 6, which describes some future directions for multiethnic education. Chapter 7 examines the effects of urbanization on societies and values and the resulting impact on social studies instruction. Ideas for teaching elementary, middle school, and high school students about cities are provided. Chapter 8 focuses on the importance of global education; again, teaching suggestions are provided.

Chapters 9 and 10 deal with skills instruction in the social studies. Chapter 9 stresses the importance of teaching reading and writing skills in social studies. Chapter 10 defines and discusses the importance of decision-making, critical thinking, group effectiveness, and participation skills.

Values instruction is the topic of Chapter 11. The author suggests that a three-pronged approach be taken to values instruction: (1) learning about values and beliefs of cultural groups, (2) acquiring values and valuing capabilities, and (3) developing the abilities necessary to understand, analyze, and seek more-moral solutions to personal, social, and civic value issues.

Chapter 12 examines sources of social learning outside the school and how the social studies teacher can use and modify those forces. The final chapter discusses the challenges facing the social studies teacher in the 1980s. (LS)

56. ESSENTIAL SOCIAL STUDIES SKILLS FOR SENIOR HIGH SCHOOL STUDENTS

Editor:	Stuart H. Stockhaus
Publisher:	Social Science Education Consortium, Inc. and ERIC Clearinghouse for Social Studies/ Social Science Education
Publication Date:	1981
Grade Level:	10-12
Materials and Cost:	Book, spiralbound, 322 pp, $15.00
Subject Area:	Social studies (skill development)

This publication is the end product of a project sponsored by the Minnesota Council on Quality Education. The project had three goals: "(1) to define essential social studies skills for senior high students, (2) to create a test item bank which can be used to create skills tests for diagnosis and post-instructional analysis, and (3) to create skill lesson models which can be used for student remediation and/or enrichment."

The book's organization reflects these three goals. The first section of the book defines social studies skills objectives in four major categories--locating information, evaluating information, using time and place, and analyzing social problems. The second portion of the book provides paper-and-pencil test items which can be used to evaluate student attainment of the objectives listed. These test items were field tested with high school students; revisions were made on the basis of the test item analysis.

The final section of the book is a series of worksheet activities which teachers can use to help students meet the objectives. The activities in the section for "Locating Information" objectives cover using home resources, using community resources, and using charts and graphs. The skills developed in the "Evaluating Information" section are determining bias, differentiating between fact and fiction, and identifying relevant and irrelevant information. "Time and Place" skills include using chronology, using time schedules, using local geography, using American history, and using maps. In the section on "Analyzing Social Problems," students practice defining social problems, identifying value statements, identifying values in conflict, recognizing implicit values, and identifying the consequences of actions. Several worksheets are provided for each skill, allowing teachers to pick content most appropriate for their courses or to provide multiple opportunities for student practice. (LS)

57. ETHNIC STUDIES SAMPLER: THE BEST OF THE TITLE IX PROJECT MATERIALS

Editor:	Frances Haley
Publisher:	Social Science Education Consortium, Inc. and ERIC Clearinghouse for Social Studies/ Social Science Education
Publication Date:	1981
Grade Level:	K-adult
Materials and Cost:	Book, paperbound, 408 pp, $20.00
Subject Area:	Multiethnic education

This sampler contains selected lessons, activities, and materials produced by ethnic studies projects funded under Title IX of the Elementary and Secondary Education Act. Items selected for the sampler are useful to a variety of target audiences--elementary and secondary classroom teachers, university professors, teacher educators, and community groups. Both materials with a multiethnic approach and those focusing on particular ethnic groups are included. Actual pages from the materials are reproduced in the sampler.

The first section of the book provides 36 classroom activities. The activities are divided into those appropriate for use at the elementary, middle school, and high school levels. Materials in this section are generally ready for immediate use in the classroom. A few examples follow. "Your Ancestors" helps elementary students develop a sense of identity through examination of the origins of their ancestors and construction of a family tree. An activity for middle school students examines the use of artifacts to gain information about history. Students examine pennies and try to develop a list of eight things that historians of the future might learn about the United States by studying the penny. They also examine an Armenian artifact--the silver coin of Tigran "The Great." After examining photographs of the coin, students attempt to write an essay about Tigran. A brief description of Tigran's life is provided for comparison. A series of activities on "Norwegian Art" involve high school students in interviewing Norwegian artists, taking field trips, and creating some Norwegian crafts.

The second part of the sampler contains assessment instruments and curriculum design materials. Instruments for examining the school climate, teacher behavior, and classroom materials are included.

The third section contains teacher-training materials. In this section, one reading offers a thorough explanation of how a teacher-training institution can modify its curriculum to ensure that prospective teachers understand and can implement multicultural education. Another resource in this section is an outline of a teacher-training course from a handbook designed specifically for school personnel who work with Indo-Chinese students. (RM)

58. FORUM MICRO/MACRO SYSTEM

Publisher:	J. C. Penney Consumer Education Services
Publication Date:	Continuous
Grade Level:	K-adult
Materials and Cost:	Monthly publication (8 months/year), paperbound, $18.00/year
Subject Area:	Consumer education

The publisher initiated the Forum Micro/Macro System in September 1981 as an expansion of its Forum Magazine, which was formerly published semiannually. The new program is a series of eight publications released monthly throughout the school year. The series includes two Forum Magazines, two Forum Insights packages, and four Forum Newsletters.

The program concentrates on what the publisher calls micro/macro-focused consumer education, emphasizing "that responsible consumer behavior and attitudes must be concerned with the balance between short-term advantages for the individual and long-term gains for society." Each publication in the program focuses on a particular consumer-related topic, helping students make "the best use of personal resources" while considering "how these micro decisions have an impact on society as a whole."

The two issues of Forum Magazine published as part of the series in September and January each discuss the micro/macro implications of one topic of current interest. The magazine includes articles presenting a variety of views on the topic, along with descriptions of teaching programs and teaching aids.

The two Forum Insights packages, published in October and February, also focus on a single issue. Each package contains a poster, as well as consumer education lessons ready for use in the classroom. For example, the Spring/Summer 1981 Forum Insights package, which introduced the micro/macro focus, included a poster illustrating seven areas for consumer choice and questions that help students analyze their choices on the basis of wants and needs, resource limitations, and implications for their families, communities, country, and the world. The package also included ten "instant lessons" designed to help students examine their responsibilities as consumers. Some of the activities are designed to be used individually, like the "Good Old Days" lesson which involves students in interviewing family members to determine how consumption patterns and lifestyles have changed over time. Others can be done as a group; an example is the "Issue Analysis" activity, in which students use six steps to move from identification of an issue to formulating a plan of action for dealing with the issue. The package also contained a pamphlet of background information on micro/macro consumer economics, including a case study of ozone in which students employ value clarification, decision-making, problem-solving, and issue analysis skills.

Copies of the Forum Newsletter, which is a new publication issued in November, December, March, and April; were not available for review.

The publisher states, however, that each newsletter will develop a single concept from Forum Magazine and will include teaching suggestions for use in the classroom or community. References will also be provided. (LS)

59. GAMES CHILDREN SHOULD PLAY

Authors:	Mary K. Cihak and Barbara Jackson Heron
Publisher:	Scott, Foresman and Co.--Goodyear Books
Publication Date:	1980
Grade Level:	K-6
Materials and Cost:	Book, paperbound, 256 pp, $9.95
Subject Area:	Affective education, communications

The authors of this book, subtitled Sequential Lessons for Teaching Communication Skills in Grades K-6, believe that "learning to listen, speak, and problem solve is surely as basic as learning to read, add, and punctuate a sentence." They have therefore developed a yearlong series of lessons suitable for use with entire classes or small groups of students. Two levels of lessons are presented--those generally suitable for primary students and those generally suitable for intermediate students.

The lessons are divided into six sections, which generally focus on the following topics: understanding yourself and others, the process of communication, listening skills, nonverbal communication, communicating through words, solving problems, assertiveness, and a review of the school year and personal and group growth. For each lesson, the authors provide a list of subject areas in which the activity can be used, the appropriate grade level, a goal, a list of materials needed, a detailed description of the procedure, related activities in various subject areas, and black-line masters for student handouts. Many of the lessons are correlated with language arts or social studies topics, but others can be used in art, music, mathematics, or science. Students are involved in such activities as brainstorming solutions to problems, role playing, using body language to communicate, completing stories, keeping a journal, cooking, doing puzzles, drawing, making mobiles, and filling out worksheets.

A useful aid for teachers is the introduction to the series of lessons. This introduction includes a rationale for affective education and the teaching of communications skills, a description of the system used to develop the lessons presented, directions for using the activities, suggestions for incorporating the lessons into the "crowded curriculum," a discussion of the teacher's role in affective education, and a description of how school counselors might use the activities. (LS)

60. GLOBAL ISSUES IN THE INTERMEDIATE CLASSROOM

Authors:	Jacquelyn Johnson and John Benegar
Publisher:	Social Science Education Consortium, Inc., ERIC Clearinghouse for Social Studies/ Social Science Education, and Global Perspectives in Education, Inc.
Publication Date:	1981
Grade Level:	5-8
Materials and Cost:	Book, paperbound, 152 pp, $8.95
Subject Area:	Global studies

Johnson and Benegar, believing that global studies is too often regarded as a subject for secondary schools only, have developed this book of activities to help teachers integrate global studies into the intermediate-level curriculum. The authors believe that global studies is important for all grade levels because "the complex interdependent nature of our world, the rapid rate of change, future 'shock,' political and economic crises--all require the development of relevant knowledge and skills if students are to develop fully into active, responsible, and thoughtful adults."

The book is divided into three major sections, each presenting activities related to one of the following themes: global awareness, global interdependence, and cross-cultural understanding. The first section introduces students to "the nature of the world and the part they play in it as inhabitants of the planet." In the section's five activities, students examine the connection of their class to the world through a global bingo game, research the origins of their first names, trace the international sources of products used by children, use fantasy or real vacation trips in a mapping activity, and explore the ways in which changes in the technology of transportation have affected the world.

The second section focuses on economic and energy issues which illustrate global interdependence. Topics covered are global energy resources, effects of the drought of 1980 on the manufacture of peanut butter, the relationship between the United States and oil-exporting countries, and variations in the price of gasoline around the world.

The final section of the book contains activities designed to "promote acceptance of other people, groups, and cultures as a foundation upon which to build increased global understanding." Students explore options for communication across cultural and language barriers by working with international road signs, examine various kinds of stereotypes, and study the McDonald's restaurant chain as an example of transmitting ideas and products across cultures.

For each activity, the authors provide a brief overview, a list of objectives, the time required, materials needed, advance preparation, teaching procedures, and follow-up activities. Black-line masters for student worksheets are provided, as are lists of resources for students and teachers. (LS)

61. IMAGES IN A CRYSTAL BALL

Author:	Lillian Biermann Wehmeyer
Publisher:	Libraries Unlimited, Inc.
Publication Date:	1981
Grade Level:	1-9
Materials and Cost:	Book, hardbound, 211 pp, $18.50
Subject Area:	Future studies

Subtitled World Futures in Novels for Young People, this resource book is designed to help teachers and librarians use futuristic literature "as a vehicle to explore with young people the future of the human species in this universe." The book is divided into four sections. The first provides a rationale for teaching students about the future and for using literature in that process. It also provides suggestions for use of futuristic fiction in the library and the classroom. Suggested classroom uses are as the basis for a language arts unit on novels about the future and as supplementary materials in social studies or science units on the future. Suggested learning activities are also given; these include writing scenarios, compiling a futures catalog, comparing and contrasting visions of the future presented in various novels, and dramatizing scenes from novels. This section ends with a list of teacher resources.

The second section of the book provides a discussion of the topics covered in juvenile literature about the future, along with a discussion of the importance of balancing optimistic and pessimistic views of the future. Examination of the topics discussed indicates the applicability of futuristic literature to a variety of social studies units; the topics are natural resources, environment, technology, growth, politics, war and peace, group dynamics, interpersonal dynamics, and personal development. Time and place settings are also discussed. This general discussion is illustrated by examples drawn from the more than 150 futuristic novels described in the third and longest section of the book. For each entry, the following is provided: bibliographic information, suggested grade level, a plot summary, and author notes suggesting aspects of the book significant in relation to future studies and/or literature. The books listed are aimed at students in grades 1-9, although many can also be enjoyed by high school students.

The final section is an index of the listed books by theme. This index will facilitate teacher selection of materials to supplement particular social studies units. (LS)

62. IMPROVING THE USE OF SOCIAL STUDIES TEXTBOOKS

Editor:	William E. Patton
Publisher:	National Council for the Social Studies
Publication Date:	1981
Grade Level:	K-12
Materials and Cost:	Book, paperbound, 88 pp, $6.95
Subject Area:	Social studies

Faced with insurmountable evidence showing that the textbook dominates classroom instruction in the social studies, the editor of this bulletin decided "to accept the reality of the situation and do everything possible to improve the ways in which textbooks are used."

Chapter 1 of the bulletin focuses on "Updating the Outdated in Textbooks." Three general strategies for dealing with outdated material are suggested: compiling visuals to supplement outdated material, collecting new data to supplement outdated material, and using outdated material in ways other than that in which it was originally intended to be used.

Chapters 2 and 3 examine a second problem in the use of textbooks--readability. The first of these two chapters focuses on increasing all students' comprehension and reading skills through a variety of prereading, reading, and postreading activities. Chapter 3 defines common reading problems encountered in student use of textbooks and provides specific suggestions for working with less-able readers. For example, one suggestion is that the class be divided into small groups, each of which is assigned the responsibility for establishing a learning center that will develop the concepts and/or skills introduced in a particular part of a chapter. Students are encouraged to use a variety of media in establishing their centers.

Chapter 4 provides specific ideas for improving students' ability to gain information from pictures and other illustrations.

The fifth and sixth chapters focus on sex and ethnic stereotyping. While these chapters are titled "Correcting Sex (or Ethnic) Stereotypes in Textbooks," the content of the chapters is more directly related to detecting such stereotypes.

The final chapter of the bulletin is an extensive bibliography of published materials which address the question of textbook content.

Most of the chapters contain "Springboard Lessons" in which strategies suggested in the text are illustrated through particular lessons for specified grade levels and content. For example, in the first chapter, a suggested springboard lesson for students in the intermediate grades is to have students develop thematic time lines on such topics as fashions, wars, and architecture using visuals from discarded textbooks to demonstrate the changes in these areas. (LS)

63. INTERCOM

Editor:	David C. King
Publisher:	Global Perspectives in Education, Inc.
Publication Date:	Continuous
Grade Level:	K-12
Materials and Cost:	Journal published 3 times/year, 40 pp, subscription rates: 1 year $10.00, 2 years $18.00, 3 years $25.00
Subject Area:	Global studies

Intercom is a quarterly journal published since 1968 to explore how educators "can best prepare young people to function effectively, both as individuals and as citizens in a democracy, in this global age with its unprecedented pressures and opportunities." Believing that the back-to-basics movement demands that teachers find ways of integrating "new but central concerns" into a core curriculum, the editors of Intercom have recently revised its format to meet two objectives: "to explore ways of integrating into the basic curriculum these new but central concerns we see as essential to a basic education" and "to suggest ways in which a global perspective can inform this process."

Intercom includes a variety of materials designed to meet those objectives: practical teaching suggestions, background articles by authorities in relevant fields, some complete learning activities, and lists of teacher resources. For example, a recent issue focusing on energy education included seven major articles: a discussion of teaching about the hidden effects of energy decisions, particularly effects on the Third World; an article describing the Project for an Energy-Enriched Curriculum (see review in volume 6 of the Data Book); a discussion of school/community cooperation in energy education, with numerous examples of successful cooperative projects; an analysis of the impact and implications of the collision between modernization, tradition, and equity in the world's rapidly developing nations; an article suggesting ways that current energy-related news stories can be used to help students explore global interdependence; a decision-making simulation on allocating government funds for research on various forms of energy; and a description of one way to use maps in study of the global energy problem. The issue also provides an annotated list of resources.

Some issues of Intercom deal with specific topics--energy education or global trends in aging--while others focus on integrating global perspectives into such courses as geography, citizenship, and economics. Back issues of Intercom available for separate purchase include a report on global education programs in force across the country and complete teaching units on such topics as universals of culture, folklore, Asian experiences, the environment, and changing roles for women and men. Back issues are from 32 to 96 pages in length and range in price from $1.75 to $5.00. A complete list of back issues available can be obtained from the publisher. (LS)

64. MEDIA/CLASSROOM SKILLS: GAMES FOR THE MIDDLE SCHOOL. VOLUME 1

Authors:	Jeanne E. Wieckert and Irene Wood Bell
Publisher:	Libraries Unlimited, Inc.
Publication Date:	1981
Grade Level:	7-8
Materials and Cost:	Book, hardbound, 250 pp, $17.50
Subject Area:	Art, foreign language, language arts, social studies

The authors of this book believe that by using learning games, teachers and media specialists can motivate student involvement, develop students' skills, and involve teachers from all subject areas in the use of the library or media center. In this volume, they present an introduction to the use of games, along with directions for more than 90 learning games. The games are divided into five categories: the media center, language arts, social studies, foreign languages, and art. A companion volume presents games for use in developing science, math, physical education, and life skills.

The introductory chapter opens with a rationale for the use of games to supplement traditional instruction. Eleven steps in constructing a game are described; these steps are developing the theme, determining the purpose, determining the grade level, determining the number of players, determining the format, determining the method of checking, designing and gathering the materials, defining the players' roles, deciding upon the procedure and time, conducting a trial run, and evaluating student learning. The introduction also includes a list of the benefits of gaming and three pre/posttests for assessing students' skills in using the media center.

The games described in the following five chapters of the book are presented in a standard format. The purpose of each game is given, followed by the grade level, time, number of participants, method of checking performance, materials needed, and step-by-step procedures for playing the game. Although a grade level is given for each game, many can be adapted for other grade levels. The number of participants ranges from one student to two entire classes. Many of the games require preparation of materials; once constructed, however, these materials can be used many times.

The social studies chapter includes 19 games serving such diverse purposes as developing skill in use of coordinates, promoting interest in Africa, acquainting students with sectionalism, and interesting students in current events. Game procedures are equally varied, ranging from typical board game procedures to constructing a scale model of a city.

The variety provided should permit every teacher to find several games that can be used in their courses and should give teachers ideas for developing their own games. (LS)

65. NEW PIONEERS: SEMINAR LEADER'S HANDBOOK

Project Director:	Amanda J. Smith
Publisher:	North Carolina Department of Public Instruction
Availability:	From Education Development Center
Publication Date:	1980
Grade Level:	K-12
Materials and Cost:	Book, unbound, cellophane-wrapped, 3-hole-punched, 232 pp, $6.25
Subject Area:	Nonsexist education

Subtitled A Program to Expand Sex Role Expectations in Elementary and Secondary Education, this handbook, developed by a project funded under the Women's Educational Equity Act, presents a 20-hour teacher-training course. In the author's view, the goals of sex equity are "to identify all opportunities for (1) building trust and partnership between the sexes, and (2) expanding students' perceptions and options in work roles, family roles, and personal development."

Major topics addressed in the course are current problems and attitudes regarding sex roles, sex identity and its importance, the relationship between work and family, the impact of sex bias on men, language, bias in instructional materials, vocational education, the hidden curriculum, sex-integrated physical education and athletics, the culture of the students, sexual relationships, and men and women in the work place. How sexism affects minorities is addressed throughout.

Many of the sessions in the course are designed to be presented in a lecture/discussion format. Even for presenters who are not comfortable with this format, the background information presented for the lectures will be useful. Other sessions center around small-group activities. For many of the sessions, the handbook also provides activities that can be used with students. For example, in the session on how sex role stereotyping affects men, ten possible role plays for students to use in exploring the issue are presented. Bibliographies for each major topic are also provided.

Also included in the handbook are guides to help teachers and seminar leaders plan programs. The guide for teachers includes exercises to help teachers identify opportunities for applying their increased understanding in the classroom, developing their own sex equity objectives, and creating an activity plan.

While the book is designed for use as the basis of an inservice course, teachers could use it individually to increase their sensitivity to sex role issues and to develop activities to help students do the same. (LS)

66. NEWSPAPERS AND LAW-RELATED EDUCATION

Authors:	Sandra Diamond and Linda Riekes
Publisher:	St. Louis Post-Dispatch, St. Louis Globe-Democrat, and St. Louis Public Schools
Publication Date:	1981
Grade Level:	5-12
Materials and Cost:	2 books, paperbound, 41 pp and 64 pp, $5.00 each
Subject Area:	Legal education

Newspapers and Law-Related Education is a set of two identically titled books, one for students in grades 5-9, the other for students in grades 10-12. The books are designed to help teachers who want to use newspapers to supplement instruction in their law-related courses. The authors feel that such use of newspapers has many benefits, including localizing information, dramatizing textbook information, motivating students, and improving reading skills.

The guides are each divided into two major sections. The first contains model lessons designed to acquaint teachers with the various sections of the newspaper and how they can be used in law-related instruction. Ten sections of the newspaper are included: news, editorials, features, advertisements, business and financial news, consumer news, sports, photojournalism, columnists, and comics. The model lessons provide background information on the relevant section of the newspaper, lesson objectives, a list of materials needed, step-by-step procedures, and a sample article, story, picture, or cartoon. Follow-up activities are often provided. The examples are drawn from St. Louis papers and references are made to the specific titles of sections of those papers, but these facts do not inhibit use of the materials in other areas.

One confusing aspect of the lessons in this portion of the secondary book is that while all the lesson procedures begin by having students find a relevant story in the paper, subsequent steps in some lessons are generic and apply to any story found by students while in other lessons the steps are written specifically to fit the sample story included with the lesson. In the latter instances, teachers using the guide will have to develop similar procedures suitable for the articles their students find.

The second section of each guide provides model lessons illustrating the use of newspapers in teaching about substantive areas. Topics covered in the middle school guide are lawmaking, consumer rights and responsibilities, juvenile problems and law, and the U.S. judicial system. The high school guide provides model lessons on criminal law, consumer law, family law, housing law, and individual rights law. The several activities provided for each area are presented in the format described above. (LS)

67. OUR LIVING COMMUNITY

Author:	John Guenther
Publisher:	American Newspaper Publishers Association Foundation
Publication Date:	1980
Grade Level:	7-12
Materials and Cost:	Camera-ready copy, cellophane-wrapped, 176 pp, $35.00
Subject Area:	Local government, local history, social studies

Our Living Community is designed "to provide students with a comprehensive and interesting study of their community" through use of the local newspaper. Toward that end, the author has developed 155 activities for secondary students that can be used in a number of ways. Although use as a teaching unit, minicourse, or infused lessons is suggested, particular attention is given to developing learning activity packages for individualized instruction. Detailed instructions for creating learning packages are given, as are numerous planning forms. The activity format also facilitates use of learning packages by providing spaces to indicate whether activities are required or optional, what objectives they meet, and how many points students are awarded for their completion.

The activities encourage students to explore a variety of issues regarding the local community, including its government system, values, history, lifestyles, economic situation, strong points, and weaknesses. The activities also develop learning about the parts of the newspaper and about the influence of the newspaper on community life. While a teacher would not wish to use all of the activities--both because of time constraints and some repetition--the activities do provide a range of subject matter and teaching strategies. For example, activities require students to analyze and chart the amount of news space devoted to local, state, national, and international stories and draw conclusions about their results; search the newspaper for examples of government regulation in their community and write a story about their findings; create quizzes about local news events and figures; write an ad to sell their community; develop a cartoon strip about their community; examine the implications for their community of news stories about Supreme Court decisions; and write obituaries and/or horoscopes for their community.

Our Living Community also includes two useful appendices. The first provides supplementary activities linked to four subject areas: geography, history, government, and economics. Most of these activities could be used with intermediate students without adaptation. The second appendix provides suggestions regarding evaluation. Sample knowledge and attitude questions are given.

A unique feature of Our Living Community is the form in which it is marketed--as camera-ready copy to be printed by local newspapers as a manual or set of cards for school use. Teachers interested in the program might therefore contact local newspapers about the possibility of undertaking such an enterprise. If the newspaper is not interested, teachers can purchase and reproduce the materials themselves. (LS)

68. PARENTHOOD HANDBOOK, THE

Author:	Stuart Lazarus
Publisher:	Addison-Wesley Publishing Co.
Publication Date:	1981
Grade Level:	7-12
Materials and Cost:	Book, paperbound (pages are 3-hole-punched and perforated), 146 pp, $12.50
Subject Area:	Family life education, health, language arts, social studies

Citing the fact that "a larger percentage of today's high school students may become parents than may become voters" and the rising number of teenage pregnancies, the author of this publication calls upon schools to help prepare students to be parents, just as they prepare students to be voters, drivers, and consumers. The Parenthood Handbook is designed to provide activities for home economics, health, language arts, and social studies teachers who wish to include parenthood education in their programs.

The handbook is designed to meet three major objectives: "to broaden student perceptions of parenthood, to help students interact with infants and young children, and to help students make decisions about community services available to parents." Ten activities are provided for each objective. The activities can be used in any order, although the author recommends using an introductory activity if students have had little experience in studying parenting and family life. For each activity, the time required, purpose, a description, materials needed, skills developed, procedures, and out-of-class options are given. When required, masters for student worksheets are also provided.

In the section devoted to broadening students' perceptions of parenthood, the activities cover such topics as skills needed for parenthood, how parents allocate their time, the cost of bearing and raising a child, the decision-making responsibilities of family members, setting limits for children's behavior, active listening, and role conflicts experienced by parents. The final activity in the section is a game called "Maybe Baby," which deals with family planning. The author recommends using this activity only after conversations with other school personnel indicate that it is appropriate. He also cautions teachers to get parental permission if required.

In the second section of the book, students are exposed to such activities as using observation forms to analyze parent/child interactions, observing children at a day care center, reading to children, talking to a pediatrician about children's health care needs, and analyzing children's reactions to television programs. The out-of-class options are critical to many of the activities in this section of the book. Administrative support for these activities may be necessary.

The final section of the book contains activities designed to help students make decisions about services available to parents. Students identify available services, examine child care options, develop criteria for choosing a day care center or babysitter, take a "parent-eye view" of schools, and research social service agencies, medical facilities, and recreational programs.

Many of the activities call for students to use their own parents as sources of information. The author is sensitive to issues of family privacy. He suggests that students be asked to share family information on a voluntary basis only and that the purposes of activities be explained to parents. To facilitate this process, an appendix provides a letter to parents describing the program. Other appendices provide a bibliography of books on parenthood, a list of organizations concerned with parenthood education, and a list of bibliographies of children's literature.

The author provides some suggestions for using the activities in a variety of courses, including U.S. history, government, psychology, and sociology. Teachers interested in parenthood education will find numerous other ways of incorporating these activities into existing classes. (LS)

69. SOCIAL STUDIES FOR THE EIGHTIES

Author:	Leonard S. Kenworthy
Publisher:	John S. Wiley and Sons, Inc.
Publication Date:	1981 (3rd ed.)
Grade Level:	K-9
Materials and Cost:	Book, paperbound, 555 pp, $16.95
Subject Area:	Social studies teacher education

This book is a revision of the author's work previously titled Social Studies for the Seventies. While retaining the basic format of the original book, the author has included more discussion of values and such topics as death, divorce, and ecology. All reading lists have been updated.

The premises underlying the book are that research on teaching and learning should be incorporated into social studies instruction; that the social studies curriculum should draw on such fields as art, literature, music, and science; that teaching strategies should be varied; that a multidisciplinary approach should be used; and that a global perspective should be introduced very early.

The book opens with a discussion of the purpose of social studies, followed by a brief checklist of activities preservice teachers can do to prepare for teaching. The third and fourth chapters focus on such determinants of the social studies curriculum as the nature of the disciplines, child growth and development, and the nature of society.

The middle portion of the book covers a wide variety of topics: teaching strategies, social studies skills, values education, resources for social studies teaching, current affairs, lesson planning, provision for individual differences, relating other subject areas to the social studies, evaluation, and characteristics of effective social studies teachers.

The remaining chapters provide suggestions for teaching students about themselves, families, communities, the United States today and in history, other nations, and current problems. Each chapter includes a list of related textbooks, trade books, and audiovisual materials.

While the rationale for the book's organization is not always clear, numerous ideas that inservice, as well as preservice, teachers can use are provided. (LS)

70. SOCIAL STUDIES IN SECONDARY EDUCATION

Author:	David G. Armstrong
Publisher:	Macmillan Publishing Co., Inc.
Publication Date:	1980
Grade Level:	7-12
Materials and Cost:	Book, hardbound, 427 pp, $14.36
Subject Area:	Social studies teacher education

This secondary methods text provides discussions and examples which will be equally useful to inservice and preservice social studies teachers. Acknowledging that students often lack interest in social studies and often enter social studies classes with narrow interests, the author provides an historical treatment of trends in social studies and curriculum organization and then provides a framework and techniques for planning and implementing a social studies program that will promote "both individual development and social responsibility."

The strategies for planning and implementing such a program are presented in six sections. The first, "Preparing for Instruction," contains chapters devoted to "Identifying and Organizing Content," "Planning Social Studies Units and Daily Lesson Plans," "Diagnosing Students," "Interacting with Large Groups and Small Groups," and "Assessing Students' Learning." Throughout this section, the author emphasizes the importance of not relying on the textbook as the selector of content and course organizer. As is true in subsequent sections, numerous examples of application of the techniques and principles discussed are provided.

The second major section of the book focuses on "Social Studies Skills." Its three chapters deal with development of the following skill categories: reading, locating and organizing information, and using various types of visual displays (graphs, tables, maps, etc.).

"Teaching Strategies" devotes an entire chapter to the use and place of inquiry in the social studies. Other chapters deal with patterns for

sequencing instruction and selection of instructional techniques. Specific examples of the use of lecture, independent study, discussion, team learning, role playing, simulation, debate, and brainstorming are given.

In the next section, Armstrong examines five themes common to social studies programs. While acknowledging that these are only a few of the many thematic concerns integrated into social studies classes at the secondary level, the author feels they represent a broad range of such topics. They are decision making and values, multiethnic education, law-related education, moral education, and community-based learning.

The final two sections of the book focus on problems associated with teaching the individual social science disciplines and the profession of the social studies teacher. Professional growth experiences are stressed. (LS)

71. USING LOCAL HISTORY IN THE CLASSROOM

Authors:	Fay D. Metcalf and Matthew T. Downey
Publisher:	American Association for State and Local History
Publication Date:	1981
Grade Level:	7-adult
Materials and Cost:	Book, in preparation
Subject Area:	Local history

Believing that teachers are often urged to use local history sources and techniques without being given the knowledge they need to do so, Metcalf and Downey have prepared a "how-to-do-it manual" for secondary and college history teachers. The introduction provides an analysis of the development and use of local history techniques in education and examines the primary reasons why local history has not become an institutionalized part of the curriculum--teachers' lack of training in the area. The authors discuss the two commonly cited justifications for teaching local history: it provides training in critical thinking and is "an avenue into larger areas of historical experience." The implications of these goals for class planning are discussed. Although the authors feel a semester-long course in local history is the ideal format, they also believe that local history projects can be incorporated into a variety of other classes as well.

The bulk of the book is divided into three parts. The first, "Methods and Sources," describes skills and techniques used in local history, sources and resources available to teachers, and use of material culture in the study of local history. Appropriate methods for finding and using library resources, oral history, three-dimensional objects, photographs, and quantitative data are examined. A list of guides and articles on local history is provided, and possibilities for the collaboration of schools with other agencies are described. Guidelines for studying material culture are also provided.

The second part of the book, "Content and Concepts," includes four chapters, each suggesting ways that local history can be used in studying a particular topic--families, economic history, social history, and political history. Several approaches to each are described. For example, in the chapter on teaching about families, the authors discuss a genealogical approach (suggesting that students research families other than their own to separate historical research and analysis from emotional responses), a study of the family in U.S. history, examination of the impact of larger events on families, and investigation of family cycles. Useful sources of information and teaching activities are provided in each chapter.

The final section of the book, "Teaching a Local History Course," describes three approaches to teaching a local history course: the chronological approach, the topical approach, and the cultural journalism approach. The teacher's responsibility in establishing such a course is discussed, and the work that must be done in preparation is detailed. The authors also suggest what material should be covered in a unit introducing students to local history and provide activity suggestions for additional units. (LS)

72. VALUE REALMS, THE

Authors:	Vincent and Carol Presno
Publisher:	Teachers College Press
Publication Date:	1980
Grade Level:	7-12
Materials and Cost:	Book, paperbound, 134 pp, $8.50
Subject Area:	Values education

This book presents activities "that teachers may use to help students think about and make value judgments in a broad range of value realms." While the activities have been tested with students in upper elementary through high school, they are adaptable for nearly any grade level.

The book is divided into three major sections. The first describes the value theory on which the activities presented in the last two sections are based. The authors have based their work on the definition of value developed by Robert S. Hartman: "The valuable in general (goodness in general) is defined in terms of conceptual fulfillment. Something is valuable (good) if it fulfills its conceptual properties." The authors use the following example to illustrate this definition: "If my idea of a 'car' is that it has an engine, doors, brakes, four wheels, a steering system, and so forth, I will compare a particular car to this idea. If the particular car is lacking its doors and one of its wheels, I will judge the car to have very little value. But if it has all or most of the qualities contained in my idea or concept of 'car,' then I decide it has considerable value."

By applying this general concept to various areas of life, the authors define a number of value realms which may concern teachers and students:

the psychological realm (motives, attitudes, and feelings), the social realm (role expectations, norms, and social duty), the economic realm (goods, work, and consumption), the ethical realm (the value of the individual), the social-ethical realm (citizenship and group participation), the esthetic realm, the poetic and literary realm, the technological realm, and the legal realm. Each of these realms is briefly discussed.

The second section of the book presents activities in the various value realms. Common teaching strategies used are discussion, completion of worksheets and charts, writing exercises, and role playing. For example, in an activity designed to help students understand how people do and do not fulfill the role expectations of others (an element of social value), it is suggested that students draw cartoons of people in reciprocal role relationships (doctor/patient, teacher/student, etc.) and write value statements indicating what each person expects of the other. The class then discusses the various drawings. The activity concludes with students' role playing such situations as a patient not doing what the doctor expects or a child not doing what the parent expects. A total of 56 activities are presented in this section.

The final section of the book presents eight activities interrelating the various value realms. For example, students consider how an airline might be valued by such diverse people as a financial expert, a mechanical engineer, a passenger, a personnel supervisor, and an advertiser. This final section also provides 21 activities designed to help students understand the three dimensions of values which cut across all the value realms--intrinsic value ("the value of involvement and unique immediate experience"), practical value ("things valued for their characteristics or descriptive qualities"), and technical value ("the value of synthesis, structure, systematic relationship, and order"). (LS)

73. WHAT TO DO WHEN THE LIGHTS GO ON

Authors:	Maureen Gaffney and Gerry Bond Laybourne
Publisher:	Oryx Press
Publication Date:	1981
Grade Level:	K-6
Materials and Cost:	Book, paperbound, 268 pp, $19.50 (also available clothbound, $24.50)
Subject Area:	Art, language arts, social studies

Subtitled A Comprehensive Guide to 16mm Films and Related Activities for Children, this book "is designed to be a handbook for educators who want to use media creatively with children." While the book documents an arts education program tested in schools, day care centers, and museum education programs, much of the information provided and many of the activities suggested will also be useful to the language arts or social studies teacher.

The book's introduction provides a general discussion of the use of film with children and includes a checklist for developing a film program,

suggestions for introducing films, and ideas for keeping groups interested "when things go haywire." A glossary of film terms is followed by a description of one art education film program developed in a museum setting, complete with brief descriptions of the activities and films used in the program.

The next major portion of the book is called "recipes" and contains suggested activities for use after showing specific films. While many of the activities are art-focused, others are quite appropriate for social studies classes. For example, after viewing the film Organism, which draws parallels between city life and the functions of a living organism, students in grades 4-6 create a town with decorated boxes. A follow-up discussion focuses on the benefits of spontaneous versus planned growth. Another "recipe" suggests seven films that can be used to introduce students to family history activities.

The next portion of the book provides a subject/activity index to films for children, followed by annotations of more than 300 films suitable for use with students aged 3 through 12. Information provided on each film includes title, length, distributor's name, color or black and white, film-making technique, date, film-maker's name, country, age recommendation, and a description.

A bibliography of print materials about using films with children concludes the book. (LS)

ANALYSES OF ERIC DOCUMENTS

Entry No.	Title	Page No.
74	Analyzing Crime and Crime Control: A Resource Guide	157
75	Basic Skills in Asian Studies	157
76	Do You Have To...To? A Global Perspectives Experimental Unit	158
77	East Meets West: Mutual Images	159
78	Energy Awareness Resource Unit for Intermediate Grades	159
79	Fabric of Alaska's Past, The: A Curriculum for Historic Preservation	160
80	Graphing: A Stimulating Way to Process Data	160
81	How to Plan and Conduct a Mock Trial: Civil Trial	161
82	Improving the Effectiveness of Your Questions: Some ABC's of Questioning	162
83	Individual and Ethnic Identity, The	162
84	Individualized Instruction in the Social Studies Through Learning Centers and Contracts	163
85	In Search of Our Past: Units in Women's History	164
86	Justice Education Teaching Strategies (JETS): K-6	164
87	Kaleidoscope 20: Oral History in the Classroom	165
88	Learning About Law	166
89	Lesson Plans in Law-Related Education	166
90	Making Changes: A Futures-Oriented Course in Inventive Problem Solving	167
91	Man's Inhumanity to Man: A Case in Point--The Nazi Holocaust	168
92	Person and the Planet, The: A Problems Course	168
93	Practical Politics	169
94	Project COST Teachers' Guides and Student Materials	170
95	Social Studies: A Primary Handbook/ A Language Arts Approach	170
96	Teaching the Free Enterprise System in Business Education Courses	171
97	U.S. Population Data Teaching Package	172

74. ANALYZING CRIME AND CRIME CONTROL: A RESOURCE GUIDE

ED 204 220

Authors:	Ruth I. Butterfield and others
Publisher:	Joint Council on Economic Education
Publication Date:	1981
Grade Level:	7-12
Materials and Cost:	70 pp; EDRS price: MF-$0.91 plus postage (PC available only from publisher, $4.50)
Subject Area:	Economics, legal education, political science

This document, the fourth in a series of resource guides emphasizing economic/political analysis of contemporary public policies and issues, focuses on crime control. Designed as a three-week unit for secondary students, the guide is presented in three sections. The introduction presents an economic and political science framework for policy analysis and discusses the integration of economics and political science. Topics in the second section include the incidence and costs of crime, attitudes toward crime and criminals, the economics of crime, punishment as deterrent, evidence on arrests, juvenile courts, resources for criminal justice, victimless crimes, and public policy choices. The third section contains six learning activities. Students take a crime I.Q. test, discuss a filmstrip on the cost of crime, survey the prevalence of shoplifting among teenagers, compare ideas of criminologists and sociologists on crime control, plan a program to prevent crime in the school, and participate in a simulation. Reproducible materials are provided for each activity. (KC)

75. BASIC SKILLS IN ASIAN STUDIES

ED 200 494

Author:	James Hantula
Publisher:	Service Center for Teachers of Asian Studies
Publication Date:	1981
Grade Level:	7-12
Materials and Cost:	72 pp; EDRS price: MF-$0.91/PC-$5.30, plus postage
Subject Area:	Area studies, world geography, world history

One of a series of papers on Asian studies published by the Service Center for Teachers of Asian Studies, this document contains 20 learning activities for developing basic skills while teaching Asian studies at the secondary level. The activities, which were field tested, are self-contained and include short readings followed by student worksheets. Learning activities designed to develop reading skills focus upon defining terms and identifying key words in brief reading selections in Asian studies, classifying sources of information, and answering objective ques-

tions based on readings. The learning activities which teach critical thinking involve students in analyzing a retrieval chart on Communist Party membership and comparing the gross national products of Asian countries. To develop skill in interpreting the geography of Asia, students read about and make inferences from evidence of the location of Japan and examine places in Asia that have similar geographic features. Students develop skill in understanding history by telling time in the Asian tradition, making a time line of Asian history, assessing similar ideas in Asia and the United States, and correlating events in Asia and Europe. A posttest is included. (RM)

76. DO YOU HAVE TO...TO? A GLOBAL PERSPECTIVES EXPERIMENTAL UNIT

ED 199 136

Authors:	Judy Starr and Karen Casaus
Publisher:	Albuquerque Teachers' Learning Center
Publication Date:	1980
Grade Level:	K-6
Materials and Cost:	38 pp; EDRS price: MF-$0.91/PC-$3.65, plus postage (PC also available from publisher, $3.00)
Subject Area:	Global studies

This unit of study on global perspectives contains activities to help elementary students respect and understand the traditions, cultures, and values of other peoples and themselves. The objectives are to teach children that basic human needs are met in certain common ways, to help children examine their lifestyles and the reasons for them, to help children accept differences, and to encourage group discussion in which all opinions are considered. The material can be used as a discrete unit of study or can be integrated into the curriculum throughout the year. In one activity, which focuses on the cultural universal of material goods, children are asked to debate the question "Do you have to receive presents to celebrate your birthday?" The children must use the library to find out how other cultures celebrate birthdays and present their findings to the class through a puppet show or a role play. Such cultural universals as the arts, play and recreation, language and nonverbal communication, social organization, social control, conflict and warfare, economic organization, education, and world views are considered in other activities. (RM)

77. EAST MEETS WEST: MUTUAL IMAGES

ED 196 765

Publisher:	Center for Research in Social Studies, Stanford University
Publication Date:	1981
Grade Level:	7-12
Materials and Cost:	72 pp; EDRS price: MF-$0.91/PC-$5.30, plus postage (PC also available from publisher, $5.00; accompanying slide set available from publisher, $25.00)
Subject Area:	Psychology, sociology, U.S. history, world history

This unit of study uses historical and current encounters between Japan and the West as a case study to help secondary students explore issues of cultural contact. The activities are appropriate for U.S. or world history courses, as well as psychology or sociology classes. The unit can be completed within five class periods of 50 minutes each. On the first day students learn about perceptions and misperceptions. On day two students trace patterns of interaction between Japan and the West from the 16th to 19th centuries and study Japanese history during this time. On the third day students compare the manner in which Westerners were portrayed by some Japanese artists during these centuries to the images of Japanese held by Westerners. On day four students examine American perceptions of the Japanese and Japanese perceptions of Americans. On the final day of the unit, students discuss how new information allows people to change their perceptions. The teaching methods used include examination of primary source materials, class discussion, surveying, and viewing slides, which are the only materials not included in the unit. (RM)

78. ENERGY AWARENESS RESOURCE UNIT FOR INTERMEDIATE GRADES

ED 194 440

Authors:	Richard S. and Harriet B. Myers
Publication Date:	1980
Grade Level:	4-6
Materials and Cost:	44 pp; EDRS price: MF-$0.91/PC-$3.65, plus postage
Subject Area:	Energy education

This instructional package suggests objectives, activities, and evaluation methods for use in an intermediate-level minicourse on energy. Objectives are to help students become aware of the present energy situation and to make more intelligent energy-related decisions. The suggested activities can be integrated into language arts, science, math, social studies, art, music, and drama courses. Some of the suggested activities

are creating an energy information center, planning an energy fair, working on art projects, surveying friends and family regarding energy use, drawing energy-use time lines, and calculating energy consumption of household appliances. A period of several weeks would be required to complete all the suggested activities and evaluation procedures. Background information and a bibliography on energy are also provided. (DB)

79. FABRIC OF ALASKA'S PAST, THE: A CURRICULUM FOR HISTORIC PRESERVATION

ED 194 429

Editors:	Celia Jankowski and Michael S. Kennedy
Publisher:	Alaska Division of Parks and Western Interstate Commission for Higher Education
Publication Date:	1980
Grade Level:	K-6
Materials and Cost:	151 pp; EDRS price: MF-$0.91/PC-$11.90, plus postage
Subject Area:	Local history, state history

This model unit intended for elementary students inventories Alaska's historic sites and examines the values of preservation. The unit can easily be adapted for use by teachers in other parts of the country. The objective is to develop awareness of the architecture and structural aesthetics of our man-made past and sensitivity to the value of preservation for present and future generations. The unit includes descriptions of Alaskan sites with accompanying discussion/research activities, a behind-the-scenes look at the types of people involved in historic preservation, and step-by-step directions for conducting a survey or inventory of local or regionally significant historical sites. A bibliography of student and teacher resources is included. (RM)

80. GRAPHING: A STIMULATING WAY TO PROCESS DATA. HOW TO DO IT SERIES 2, NO. 10

ED 194 441

Author:	Michael L. Hawkins
Publisher:	National Council for the Social Studies
Publication Date:	1981
Grade Level:	K-9
Materials and Cost:	9 pp; EDRS price: MF-$0.91 plus postage (PC available only from publisher, $1.00)
Subject Area:	Social studies (skill development)

This paper is concerned with helping elementary and junior high school students interpret and construct bar, picture, line, and circle or area graphs. On the basis of a literature review, the author hypothesizes that students are generally insufficiently prepared to use graphs effectively, although they are expected to use them as data sources on a regular basis, particularly in social studies classes. To help social studies teachers overcome this deficiency, information is given on uses, construction, evaluation, types of graph paper, derivation of data, follow-up activities, and interpretation of the four types of graphs. Teaching strategies and follow-up activities are also suggested and examples of the types of questions teachers should ask to guide students through the process of analyzing a graph are given. A special note on guarding against bias concludes the paper. (DB)

81. HOW TO PLAN AND CONDUCT A MOCK TRIAL: CIVIL TRIAL

ED 201 577

Publisher:	Missouri Bar Association
Publication Date:	1981
Grade Level:	7-12
Materials and Cost:	41 pp; EDRS price: MF-$0.91/PC-$3.65, plus postage
Subject Area:	Legal education

This document contains resources and suggested steps to help secondary teachers organize and conduct mock trials. Although written specifically for use in Missouri, the document can easily be adapted by teachers in other states. The authors believe that a mock trial is valuable in helping students learn about specific areas of the law, courtroom procedures, roles of courtroom personnel, and how U.S. courts resolve conflicts peacefully. The first section of the document describes the steps in a civil trial in Missouri, including jury selection, beginning the trial, opening statements, presenting the evidence, jury instructions, final arguments, and jury deliberation. The facts in a landlord-tenant case are presented along with resources and background information students need to participate in the mock trial. Some cardinal rules used in cross-examining witnesses are provided, as is a chart depicting the courtroom seating arrangement. The document concludes with a general discussion of how to prepare for mock trials and other legal proceedings, including appellate hearings and administrative hearings. Simplified rules of evidence which the students can use are also presented. (RM)

82. IMPROVING THE EFFECTIVENESS OF YOUR QUESTIONS: SOME ABC'S OF QUESTIONING

ED 198 052

Author:	Robert J. Stahl
Publication Date:	1980
Grade Level:	K-12
Materials and Cost:	11 pp; EDRS price: MF-$0.91/PC-$2.00, plus postage
Subject Area:	Social studies

This paper offers suggestions to help social studies teachers improve the oral and written questions they pose in class and use questioning behaviors which enhance the chances for appropriate student answers. Seven types of questions are identified as useful questioning strategies: recollection/recall, defining, topical, relational, comparative, preferential, and emotive. Examples and specific uses of each type of question are given. The author suggests that in addition to posing clear and concise questions appropriate for given situations, teachers can improve questioning situations if they adopt positive prequestion behaviors. Among these are planning ahead, mentally rehearsing, making sure that students have all information needed to answer the question, stating the question clearly and precisely, including cue words to help students focus their thinking, asking one question at a time, asking the question before calling on a student, and avoiding asking a large number of questions that require simple "yes/no" responses. Positive postquestion behaviors are also suggested; these include waiting in silence after the question to give the student a chance to think over what was said, refraining from continually calling on the same students, and helping students feel comfortable with periods of silent waiting and thinking. (DB)

83. INDIVIDUAL AND ETHNIC IDENTITY, THE: A SOURCEBOOK FOR STUDENTS and A GUIDE FOR TEACHERS

ED 198 067-068

Publisher:	Junior College of Albany, New York
Publication Date:	1980
Grade Level:	7-adult
Materials and Cost:	37 and 66 pp; EDRS price: MF-$0.91 each/PC-$3.65 and $5.30, plus postage
Subject Area:	Multiethnic education

These two documents are designed for teachers and students at the secondary and college levels. The sourcebook contains interview responses from 51 individuals of varying ethnic backgrounds. It focuses on the processes of immigration and assimilation, individual ethnic identity, and

ethnic group relations as they affect the individual. Immigration statistics and a list of laws and programs affecting immigration are included. The teacher's guide is presented in four major sections. The first two sections provide information about the format of the sourcebook and list general and specific objectives. The primary objective is to help students recognize that all people who identify with ethnic groups are individuals and not simply representatives of a group. The third section of the guide defines such terms as assimilation, ethnicity, culture, discrimination, prejudice, racism, and WASP. The final section suggests formats for presenting the sourcebooks. Class discussion questions are presented, and group work, homework assignments, and classroom activities are discussed. Example activities include having students identify ethnic businesses in their communities, examine ethnicity as portrayed by the mass media, and analyze Thomas Nast cartoons. A questionnaire for interviewing individuals about their ethnic identity is included. (KC)

84. INDIVIDUALIZED INSTRUCTION IN THE SOCIAL STUDIES THROUGH LEARNING CENTERS AND CONTRACTS. HOW TO DO IT SERIES 2, NO. 11

ED 195 472

Author:	Anita Price Davis
Publisher:	National Council for the Social Studies
Publication Date:	1980
Grade Level:	K-12
Materials and Cost:	9 pp; EDRS price: MF-$0.91 plus postage (PC available only from publisher, $1.00)
Subject Area:	Social studies

This paper presents a rationale for individualizing instruction in K-12 social studies and offers suggestions to aid teachers as they develop two individualized instruction techniques. The recommended approaches are learning centers (areas of the classroom set aside for special learning, review, and reinforcement activities) and learning contracts (agreements signed by teachers and students setting forth the type, amount, quality, and due date of a specific assignment). The author suggests that learning centers and contracts can be particularly successful in individualizing instruction because they are applicable to many situations. Steps in planning learning centers and contracts include assessing students, selecting topics of instruction, stating the rationale, formulating objectives, developing activities and collecting materials, and preparing the contracts and centers. Instructions for implementing these steps are presented, as are evaluation methods and a sample learning contract. (DB)

85. IN SEARCH OF OUR PAST: UNITS IN WOMEN'S HISTORY

ED 199 169-172

Editors:	Suzanne Hurwitz and others
Publisher:	Berkeley Unified School District
Publication Date:	1980
Grade Level:	7-9
Materials and Cost:	182 to 372 pp; check Resources in Education for ordering information on individual documents (PC also available from Education Development Center; contact EDC for ordering information)
Subject Area:	U.S. history, women's studies, world history

This series of four documents includes two teachers' guides and two student manuals. One guide and manual focus on women in U.S. history, the others on women in world history. The materials are designed to supplement the content customarily taught in junior high U.S. and world history courses. The three units for U.S. history courses focus on Native American women in Pre-Columbian America, Southern women from 1820 to 1860, and women as immigrants and workers from 1820 to 1940. The three units for use in world history courses examine the role of women under feudalism in Western Europe and China, the role of women during the Industrial Revolution, and 20th-century women in transition, with emphasis on Third World women. Each teacher's guide contains a copy of the student manual, objectives, background materials, teaching procedures, suggested activities, and bibliographies. Each unit also contains an oral history assignment. For example, in the unit on Southern women, students conduct interviews with three generations of women to discover how ingrained the concept of an "ideal" woman has become. Students also read and discuss selections in the student manuals, complete worksheets, and participate in role plays. (KC)

86. JUSTICE EDUCATION TEACHING STRATEGIES (JETS): K-6

ED 199 195-161

Editor:	Murry Nelson
Publisher:	Pennsylvania State Department of Education
Publication Date:	1980
Grade Level:	K-6
Materials and Cost:	39 to 90 pp; check Resources in Education for ordering information on individual documents
Subject Area:	Citizenship education, legal education

BEST COPY AVAILABLE

This series of K-6 teaching guides contains classroom activities dealing with citizenship education. The purpose of the series is to promote and maintain positive student attitudes and behavior and to assist students in understanding their rights and meeting their responsibilities to help ensure the safety and welfare of self and others. Most of the three or four units in each guide are self-contained, but some of the activities do require use of commercially available materials. The topics covered in the units are feelings, responsibility, conflict, rules and authority, safety, and crime prevention. Students are involved in many different kinds of activities. For example, kindergarten students participate in interpretation of pictures, making bulletin boards, role playing, and singing about school bus safety rules, while fifth-grade students read and discuss the Bill of Rights, participate in small-group problem-solving exercises and a mock trial, and listen to guest speakers. Each guide concludes with a listing of print and nonprint student materials. (RM)

87. KALEIDOSCOPE 20: ORAL HISTORY IN THE CLASSROOM

ED 195 485

Editors:	Barbara Meyer and others
Publisher:	Massachusetts State Department of Education
Publication Date:	1980
Grade Level:	K-adult
Materials and Cost:	63 pp; EDRS price: MF-$0.91/PC-$5.30, plus postage (PC also available from publisher, $1.15)
Subject Area:	Oral history

This publication discusses oral history's potential as a teaching tool and its application in learning situations from the elementary through post-secondary levels. The book is divided into six major sections. The first, "Focus on Friends and Family," examines ways of using oral history to learn more about family and friends. Section 2, "Focus on Aging," describes three oral history projects dealing with older adults, aging, and cultural perceptions of old age. In one project, eight elementary and middle school teachers were paired with representatives of elderly care facilities near their schools. Through a series of seminars, this group learned about oral history techniques and then collaboratively planned the details of a variety of projects bringing young and old together. The third section, "Focus on a Community," describes three community projects--one contrasting the pasts and presents of two communities, one using oral history to balance the usual presentation of the history of famous people, and the third giving a local perspective to historical events in the world. The two projects described in section 4, "Focus on Ethnicity," used oral history to increase students' awareness of their own ethnicity and that of others. Section 5, "Focus on Time," describes oral history projects which investigated particular time periods in the past. The publication concludes with a listing of oral history resources. (RM)

88. LEARNING ABOUT LAW; LEARNING ABOUT RESPONSIBILITIES; RULES, RULES, RULES; and RESPONSIBILITY AND YOU

ED 200 501-504

Author:	David T. Naylor
Publisher:	Ohio State Bar Association
Publication Date:	1980
Grade Level:	2-6
Materials and Cost:	50 to 57 pp; check Resources in Education for ordering information on individual documents
Subject Area:	Legal education

These four instructional units each include a booklet for teachers and a book of duplicating masters for student handouts. The 14-lesson Learning About Law and 11-lesson Learning About Responsibilities are designed for use in fifth- and sixth-grade social studies classes. In examining laws and responsibility, students participate in such activities as making a book on laws, analyzing poorly written laws, writing down laws related to things they see from the classroom window, role playing, and surveying family members regarding the meaning of responsibility. Rules, Rules, Rules and Responsibility and You are aimed at second- and third-grade students. The units, which include 13 and 11 lessons, respectively, help students understand their feelings about rules, the need for rules, what makes a good rule, what responsibility is, the consequences of irresponsible behavior, and their own acceptance of responsibility. Again, activities are varied and require use of such basic skills as reading, writing, and speaking. (DB)

89. LESSON PLANS IN LAW-RELATED EDUCATION

ED 194 425

Publisher:	Utah State Office of Education
Publication Date:	1980
Grade Level:	K-6
Materials and Cost:	118 pp; EDRS price: MF-$0.91/PC-$8.60, plus postage
Subject Area:	Legal education, values education

This handbook contains lesson plans to help elementary teachers integrate legal and values education into their reading, language arts, and social studies programs. The teacher-developed lessons are also intended to help students develop critical thinking and decision-making skills. The handbook begins with brief descriptions of the teaching strategies used in the lessons: critical thinking, brainstorming, role playing, debating, discussing, and presenting case studies and mock trials

among others. Topics include authority, rules and laws, stealing, production and consumerism, road and walking safety, vandalism, the courtroom, and laws relating to pets. The major portion of the publication consists of the lesson plans, each of which includes a topic, an approximate grade level, an objective, teaching strategies, resources, evaluation, and a time frame. (RM)

90. MAKING CHANGES: A FUTURES-ORIENTED COURSE IN INVENTIVE PROBLEM SOLVING

ED 199 169

Author:	John W. Thomas
Publisher:	Research for Better Schools, Inc.
Publication Date:	1981
Grade Level:	7-12
Materials and Cost:	169 pp; EDRS price: MF-$0.91 plus postage (PC available only from ETC Publications, $8.95)
Subject Area:	Future studies

This textbook/workbook for secondary students is designed to stimulate inventive solving of future world problems. It is organized into four units and contains 23 lessons. Unit 1 defines the nature of the course and provides methods for stating and defining problems, brainstorming, working in groups, and judging ideas. Unit 2 discusses methods for forecasting the future and determining accelerating trends, and food crisis solutions. Unit 3 focuses on analogies as a means of problem solving. Unit 4 presents a "Future Wheel," which is a method of looking at possible consequences and needs that might result from an event or development. Each lesson lists objectives, contains numerous illustrations, and is activity oriented. Students learn to construct checklists and matrices for problem solving. Activities include finding solutions to school vandalism; controlling forest fires; designing uses for old airplanes, warships, and mattresses; and designing solar and underground housing units and a special windmill to meet the needs of a farm family. The final lessons focus on a class activity, Project Vista, a planned community for which students design housing and sit on committees for the environment, education, work, and health and welfare. (KC)

91. MAN'S INHUMANITY TO MAN: A CASE IN POINT--THE NAZI HOLOCAUST

ED 201 586

Publisher:	Connecticut State Department of Education
Publication Date:	1981
Grade Level:	7-12
Materials and Cost:	111 pp; EDRS price: MF-$0.91/PC-$8.60, plus postage
Subject Area:	Language arts, social studies, world history

This teacher resource contains readings, discussion questions, and learning activities on the Holocaust for use with junior and senior high school students. The materials can be used in social studies and literature classes. The developers believe that it is the obligation of educators to make youth aware of the widespread existence of man's inhumanity and of possible encroachments on individual and group rights, so that democracy can be preserved. The first section of the book briefly presents a number of examples of man's inhumanity to man throughout the ages. The remaining eight sections deal with the Holocaust. Topics treated include Germany after World War I, Adolf Hitler, the Third Reich, the lost culture of the Eastern European Jews who were destroyed, the "Final Solution," world reaction, and aftermath. Each section contains a reading selection, questions for discussion, suggestions for learning activities, and a bibliography of student print and nonprint materials. A few examples of the learning activities in which students are involved include doing research, writing papers, listening to guest speakers, tracing the history of antisemitism in Germany, and writing essays. (RM)

92. PERSON AND THE PLANET, THE: A PROBLEMS COURSE

ED 188 977

Author:	Florence Widutis
Publisher:	Planetary Citizens
Publication Date:	1980
Grade Level:	10-14
Materials and Cost:	51 pp; EDRS price: MF-$0.91/PC-$5.30, plus postage (PC also available from publisher, $4.00)
Subject Area:	Global studies, psychology, values education

This curriculum guide presents five units which explore individual growth and self-assessment and their relationship to global problems. The one-semester course is designed for senior high school students or

college freshmen and sophomores. The guide is presented in six chapters. The first chapter provides an introduction discussing objectives, prerequisites, skills, teaching methods, and teacher preparation. The remaining five chapters present the five teaching units, which focus on self-assessment, human relations problems, and ways to integrate the personality; transpersonal psychology; global problems and problem-solving techniques; student teaching; and organizing for social action. For each unit, detailed teaching strategies are offered along with a thorough explanation of the exercises. (CK)

93. PRACTICAL POLITICS

ED 200 498

Publisher:	Ohio Department of State
Publication Date:	1980 (rev. ed.)
Grade Level:	9-12
Materials and Cost:	77 pp; EDRS price: MF-$0.91/PC-$6.95, plus postage
Subject Area:	Citizenship education, civics, U.S. government

These 12 lessons on practical politics have been designed to help high school teachers in Ohio develop and implement educational programs on citizen participation and, specifically, voting. Objectives are to familiarize students with Ohio voting and registration laws and procedures, to introduce them to voting equipment, to acquaint them with politically active community members, to increase their ability to analyze ballot issues, and to increase their awareness of and interest in governmental processes. The activities can be adapted quite easily for use in other states. Activities are aimed primarily at students in 12th grade, but can be tailored for use in grades 9-11 as well. Most lessons are designed to fit into a one-hour class period. Topics are voter participation, concerns and issues, developing and evaluating campaign materials, evaluating information sources, investigating community attitudes, registration procedures, elections, the electoral college, and political party structure. Students are involved in a variety of activities, including a mock convention, a school election, class discussion, analyzing voting materials, researching political issues, writing campaign materials, and conducting community surveys. For each lesson, background preparation, objectives, activities, resources, and helpful hints are given. Such handouts as survey forms, tally forms, and calendars of activities are provided for many of the activities. (DB)

94. PROJECT COST TEACHERS' GUIDES AND STUDENT MATERIALS

ED 190 424-467

Authors:	Various
Publisher:	Project Consumer Operations Survival Training (COST)
Publication Date:	1978-1980
Grade Level:	K-12
Materials and Cost:	22 to 249 pp; check Resources in Education for ordering information on individual documents
Subject Area:	Consumer education

Project COST has produced 44 teacher-developed units for use in a variety of classes, K-12. The units cover a range of consumer education topics. The 23 units developed for use at the elementary level cover such topics as purchase and care of pets, taxes, toy safety, advertising, manufacturing, budgeting, and making change. Topics covered in the 21 secondary units include banking, comparison shopping, credit, advertising, weddings, job interviews, insurance, and taxes. Some units also address such skills as writing sentences, writing business letters, and problem solving. Each unit includes both teacher and student materials. The activities suggested are varied, including role playing, viewing filmstrips, filling in tax forms, conducting surveys, completing worksheets and writing exercises, drawing cartoons, designing bulletin boards, and doing research. Potential users should check Resources in Education for specific unit titles and ordering information. (LS)

95. SOCIAL STUDIES: A PRIMARY HANDBOOK/A LANGUAGE ARTS APPROACH

ED 194 420

Authors:	Kathryn S. Atman and others
Publisher:	Pennsylvania State Department of Education
Publication Date:	1980
Grade Level:	K-6
Materials and Cost:	216 pp; EDRS price: MF-$0.91/PC-$15.30, plus postage
Subject Area:	Social studies

This handbook contains concept-oriented lessons which help elementary teachers incorporate social studies instruction into their classrooms. The program emphasizes concepts from each of the social science disciplines. Included among these are learning, family, customs, cooperation, competition, conflict, rules and laws, voting, location and direction, trans-

portation, regions, needs and wants. goods and services, symbols, and time. The program also emphasizes skills of information acquiring, reading, organization, communication, citizenship, geography, and time relationships. Each lesson contains a concept question, skill, student competency, suggested activity, and list of materials needed. The activities are varied. For example, in a lesson on learning, which also teaches the skill of information acquiring, students use magazine pictures to make a collage of children and adults in various learning situations. In a class discussion of the situations pictured, teachers are encouraged to stress that all age groups can learn. Because the activities use materials found in most classrooms, they can easily be used by all elementary teachers. (RM)

96. TEACHING THE FREE ENTERPRISE SYSTEM IN BUSINESS EDUCATION COURSES

ED 190 470

Publisher:	Texas Education Agency
Publication Date:	1980
Grade Level:	7-12
Materials and Cost:	111 pp; EDRS price: MF-$0.91/PC-$8.60, plus postage (PC also available from publisher, $1.00)
Subject Area:	Economics

This publication provides secondary business teachers with strategies for involving students in activities that will develop a better understanding of the American free enterprise system. The activities, many of which can also be used by social studies teachers, are organized under 14 basic economic concepts selected to help students understand the relationship between economic affairs and their personal lives. The concepts are resource scarcity, human resources, opportunity/cost trade-offs, problem solving and decision making, natural resources, effective use of credit, competition, the role of profit, the role of finance, business cycles, technological growth and development, social responsibility, the role of government, and international trade. Students are involved in such activities as viewing and discussing films, playing games, doing library research, writing papers on the work ethic, listening to guest speakers from an employment agency, and debating the merits of technology as a solution to economic problems. The publication also includes a glossary and an annotated listing of print and nonprint materials. (RM)

ERIC Documents

97. U.S. POPULATION DATA TEACHING PACKAGE

ED 202 765

Publisher:	Population Reference Bureau, Inc.
Publication Date:	1981
Grade Level:	7-12
Materials and Cost:	26 pp; EDRS price: MF-$0.91 plus postage (PC available only from publisher, $2.00 for 1 copy, $1.75 each for 2 or more copies)
Subject Area:	American studies, sociology

This document contains teaching materials on the 1980 census data for use with secondary students. The primary objective of the materials is to give students a statistical snapshot of their country as it is today. They will also help students develop skills in analyzing maps and charts. The materials consist of the newsletter "Interchange," a U.S. Population data sheet, and a set of four student information sheets. The newsletter contains teacher instructions, a pretest/posttest, and five discussion questions. The newsletter also contains a few articles on population education. The U.S. population data sheet is a chart of statistics for the nation as a whole and each of the four regions, nine divisions, states, and the District of Columbia. Along with recently released population totals as of April 1, 1980 are comparisons with 1970; projections for 1980; latest birth, death, and infant mortality rates; migration and immigration figures; per capita income; racial composition; population density; and percent of elderly. The student information sheets consist of an essay describing the major population trends of the 1970s and a map of the United States showing percent of population increase or loss for each state. Questions on the map and a set of exercises to help students analyze the statistics on the data sheet are included on the student information sheets. (RM)

INDEXES

AUTHOR/EDITOR/DEVELOPER INDEX

Ackerly, Sally Mahe--4
Allen, Jack--55
American Psychological Association--37
Armstrong, David G.--70
Atman, Kathryn S.--95

Baldwin, Harriet--48
Banfield, Beryle--14
Bell, Irene Wood--64
Benegar, John--60
Berry, Leonard--28
Brooks, Rita V.--41
Brown, Kenneth W.--17
Butterfield, Ruth I.--74

Casaus, Karen--76
Cihak, Mary K.--59
Clark, James C.--41
Clark, Todd--35, 52
Cox, F. Kenneth--22

Davidson, James West--33
Davis, Anita Price--84
Davis, George A.--32
Davis, Nelda--21
DeVito, Alfred--53
Diamond, Sandra--66
Downey, Matthew T.--71
Drewry, Henry N.--15
Drummond, Harold D.--3
Dunne, Faith--38

Educational Research Council--1
Educational Resources Center--40

Ford, Richard B.--28
Forgac, Tab--36
Forkner, Jerry--54
Fox, Erica--8
Friedel, Frank--15

Gabelko, Nina Hersch--39
Gaffney, Maureen--73
Greenberg, Joanne--9
Greenblatt, Miriam--22
Grimm, Gretchen--36
Guenther, John--67

Haley, Frances--57
Hantula, James--75
Hawkins, Michael L.--80
Heine, John A.--26
Heron, Barbara Jackson--59
Hogan, Vivian D.--20
Hogarty, Ken--51
Hughes, James W.--3
Hurwitz, Suzanne--85

Jacoby/Storm Productions--44
James, Preston E.--21
Jankowski, Celia--79
Jentleson, Bruce W.--29
Johnson, Jacquelyn--60

Kasschau, Richard A.--31
Kennedy, Michael S.--79
Kenworthy, Leonard S.--69
Kimble, George H.T.--32
King, David C.--63

Note: All numbers are entry numbers, not page numbers.

King, Frederick M.--6
Klein, Stanley--5
Kolevzon, Edward R.--26
Kownslar, Allan O.--27
Krockover, Gerald H.--53

La Paglia, Umberto--18
Laybourne, Gerry Bond--73
Lazarus, Stuart--68
Leavell, LoDoris R.--6
Lytle, Mark H.--33

Maryland Instructional Television--13
Maryland State Dept. of Education--13
Mayer, Frederick W.--29
Mayo, Kathleen--47
Metcalf, Fay D.--71
Meyer, Barbara--87
Michaelis, John U.--39
Mietus, Norbert J.--30
Myers, Harriet B.--78
Myers, Richard S.--78

Naylor, David T.--88
Nelson, Murry--86
Newhill, Esko E.--18

O'Connor, Thomas H.--15
O'Hern, James--32

Patton, William E.--62
Preson, Carol--72
Presno, Vincent--72

Quigley, Charles N.--10

Ragland, Rachel G.--24
Riekes, Linda--4, 66
Riggs, Dorothy Jane--41
Rooney, John Jr.--11
Ross-Larson, Bruce--48
Rudman, Herbert C.--6

Saxon, Burt--24
Schatz, Gail--54
Schomburg, Carl E.--2
Seaberg, Stanley S.--22
Secondary School Television Project--45
Slater, Barbara Nesbitt--34
Smart, Terry L.--27
Smith, Amanda J.--65
Smith, Robert F.--20
Stahl, Robert J.--82
Starr, Isadore--25
Starr, Judy--76
Stockhaus, Stuart H.--56

Thomas, John W.--90

Ver Steeg, Clarence L.--16
Visual Education Corporation--8

Warmke, Roman F.--19
Warner, Allen R.--17
Watt, Michael W.--20
Wehmeyer, Lillian Biermann--61
West, Bill W.--30
White, Ned--23
Widutis, Florence--92
Wieckert, Jeanne E.--64
Wyllie, Eugene D.--19

GRADE-LEVEL INDEX

Grades K-3--1, 2, 5, 6, 7, 8, 9, 10, 53, 55, 57, 58, 59, 61, 62, 63, 65, 69, 73, 76, 79, 80, 82, 84, 86, 87, 88, 89, 94, 95

Grades 4-6--1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 53, 54, 55, 57, 58, 59, 60, 61, 62, 63, 65, 66, 69, 73, 76, 78, 79, 80, 82, 84, 86, 87, 88, 89, 94, 95

Grades 7-9--4, 10, 13, 15, 16, 17, 18, 21, 22, 24, 26, 27, 28, 32, 34, 35, 36, 39, 40, 41, 42, 44, 45, 46, 48, 49, 50, 51, 52, 53, 54, 55, 57, 58, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 74, 75, 77, 80, 81, 82, 83, 84, 85, 87, 90, 91, 93, 94, 96, 97

Grades 10-12--10, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 54, 55, 56, 57, 58, 62, 63, 65, 66, 67, 68, 70, 71, 72, 74, 75, 77, 81, 82, 83, 84, 87, 90, 91, 92, 93, 94, 96, 97

College/Adult--30, 43, 49, 57, 58, 71, 83, 87, 92

Note: All numbers are entry numbers, not page numbers.

PUBLISHER INDEX

Addison-Wesley Publishing Co.--68

Agency for Instructional Television--13, 45

Alaska Division of Parks--79

Albuquerque Teachers' Learning Center--76

Allyn and Bacon--1, 3, 26

American Association for State and Local History--71

American Newspaper Publishers Association Foundation--67

Amidon and Associates--34

Berkeley Unified School District--85

Bowmar/Noble Publishers--8

Center for Research in Social Studies--77

Close Up Foundation--29

Connecticut State Dept. of Education--91

Constitutional Rights Foundation--35

Coronet Instructional Media--41

Council on Interracial Books for Children--14

Dartmouth College--38

Denoyer-Geppert--11

Economy Co.--2

ERIC Clearinghouse for Social Studies/Social Science Education--54, 56, 57, 60

Follett Publishing Co.--16

Ginn and Co.--18

Global Perspectives in Education--60, 63

Holt, Rinehart and Winston--27, 28

Human Relations Media--47

Interact--50, 51

Joint Council on Economic Education--74

Junior College of Albany--83

Laidlaw Brothers--6, 20

Law in a Free Society--10

Learning Seed Company--43, 46

Libraries Unlimited--61, 64

Macmillan Publishing Co.--21, 70

Massachusetts State Dept. of Education--87

McGraw-Hill Book Co.--17

Media Basics--42

Merrill Publishing Co.--15, 22

Missouri Bar Association--81

National Council for the Social Studies--62, 80, 84

National Dairy Council--36

National Education Association--55

National Foundation for the Improvement of Education--12

North Carolina Dept. of Public Instruction--65

Note: All numbers are entry numbers, not page numbers.

Ohio Dept. of State--93
Ohio State Bar Association--88
Oryx Press--73

Penney Consumer Education Services--58
Pennsylvania State Dept. of Education--86, 95
Planetary Citizens--92
Population Reference Bureau--97
Prentice-Hall--31, 33
Prentice-Hall Media--49
Project Consumer Operations Survival Training--94

Research for Better Schools--90

Science and Behavior Books--23
Science Research Associates--30
Scholastic Book Services--5
Scott, Foresman and Co.--24, 53, 59
Service Center for Teachers of Asian Studies--75
Silver Burdett Co.--7, 32
Social Science Education Consortium--54, 56, 57, 60
South-Western Publishing Co.--19
St. Louis Post-Dispatch--66
St. Louis Globe-Democrat--66
St. Louis Public Schools--66
Sunburst Communications--44

Teachers College Press--37, 39, 40, 72
Texas Education Agency--96

Utah State Office of Education--89

Western Interstate Commission for Higher Education--79
West Publishing Co.--4, 9, 25
Wiley and Sons--69
World Bank--48

Zenger Productions--52

SUBJECT-AREA INDEX

Affective education--45, 59

American studies--97

Area studies--12, 18, 28, 75

Art--12, 64, 73

Career education--38, 41, 43

Citizenship education--86, 93

Civics--4, 10, 25, 29, 30, 35, 51, 93

Communications--47, 59

Consumer education--19, 43, 54, 58, 94

Current events--44, 47, 48, 51

Economics--17, 19, 20, 23, 48, 74, 96

Energy education--53, 78

Environmental education--13

Family life education--45, 68

Foreign language--64

Future studies--61, 90

Geography--3, 11

Global studies--36, 48, 60, 63, 76, 92

Health--45, 68

Interdisciplinary social studies--1, 2, 5, 6, 7

Language arts--12, 14, 23, 64, 68, 73, 91

Legal education--4, 9, 10, 25, 30, 35, 52, 66, 74, 81, 86, 88, 89

Local government--67

Local history--67, 71, 79

Multiethnic education--12, 14, 57, 83

Music--12

Nonsexist education--14, 38, 65

Oral history--87

Reading--8

Political science--10, 29, 35, 47, 51, 74

Psychology--24, 31, 37, 43, 44, 45, 47, 77, 92

Social studies--4, 8, 12, 14, 23, 39, 47, 55, 62, 64, 67, 68, 73, 82, 84, 91, 95

Social studies (skill development)--40, 56, 80

Social studies teacher education--69, 70

Sociology--23, 41, 44, 45, 77, 97

State history--79

U.S. government--25, 29, 30, 35, 51, 93

U.S. history--15, 16, 33, 34, 35, 41, 42, 46, 47, 49, 50, 51, 77, 85

Values education--39, 72, 89, 92

Women's studies--41, 85

World cultures--18, 28

World geography--21, 26, 28, 32, 48, 75

World history--22, 27, 48, 49, 75, 77, 85, 91

Note: All numbers are entry numbers, not page numbers.

LIST OF PUBLISHERS' ADDRESSES

LIST OF PUBLISHERS' ADDRESSES

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